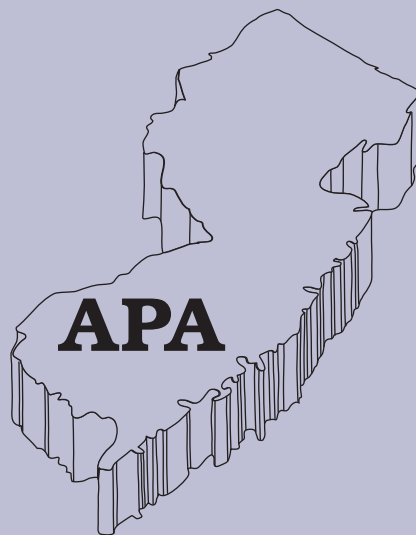


New Jersey

Alternate Proficiency Assessment



2004–2005
Procedures Manual

PTM 1504.73
Copyright 2004 by New Jersey Department of Education
All rights reserved

2004 – 2005 Calendar for APA

Event	Date
NEW Lead Teacher Training	September 20–23, 2004
Administrator Briefing	September 27–30, 2004
Initial Training for ALL Lead Teachers	October 13–15 and October 18–22, 2004
Collection of Evidence	October 25, 2004 – March 4, 2005
Lead Teacher Follow-Up Trainings	To Be Announced
Last Day to Enter Evidence into Portfolio	March 4, 2005
Portfolio Collection Materials Sent to Districts/Schools	February and March 2005
Portfolios Returned to Contractor	March 14, 2005
Portfolios returned after this date will NOT be scored	April 1, 2005
APA Scoring	Spring 2005
Scores Reported to School Districts, Schools, and Individuals	June 2005
Portfolios Returned to Districts	Summer 2005

Table of Contents

2004 – 2005 Calendar for APA	i
Acknowledgements	1
CHAPTER ONE GENERAL INFORMATION AND PERSONNEL RESPONSIBILITIES	3
Purpose of the New Jersey Alternate Proficiency Assessment	4
Security Procedures	6
Alternate Proficiency Assessment Manuals and Related Resources	8
CHAPTER TWO PARTICIPATION GUIDELINES	9
Students Eligible to Participate in the APA	10
CHAPTER THREE ALTERNATE PROFICIENCY ASSESSMENT PORTFOLIO COMPONENTS	13
Required Components	14
Entry Cover Sheet	17
CHAPTER FOUR LANGUAGE ARTS LITERACY AND MATHEMATICS ENTRIES.....	19
Developing an APA Portfolio Entry for Language Arts Literacy and Mathematics . .	20
Language Arts Literacy and Mathematics APA Scoring Guide.....	25
Scoring Rubric Clarifications/Rationale Language Arts Literacy and Mathematics .	27
CHAPTER FIVE SCIENCE ENTRY	41
Developing an APA Portfolio Entry for Science	42
Science APA Scoring Guide.....	45
Scoring Rubric Clarifications/Rationale Science	47
CHAPTER SIX GUIDELINES FOR THE GENERATION OF STUDENT WORK	59
Types of Student Evidence	60
Using Video and Audio Tapes	61
Articulating Core Curriculum Content Standards (CCCS) Within the IEP	63
CHAPTER SEVEN PARENT INFORMATION	67
Questions and Answers for Parents and Educators About the New Jersey Alternate Proficiency Assessment	68
Sample Parent Information Letter	73
Permission to Videotape or Photograph	74
APPENDIX A TELEPHONE NUMBERS AND E-MAIL ADDRESSES	75
APPENDIX B TEACHER PLANNING TOOLS	77

APPENDIX C FREQUENTLY USED FORMS	81
Entry Cover Sheet	83
Videotape Evaluation Script	84
Evidence Labels	85
Sample Planning, Monitoring, and Evaluating (PME) Sheet	89
Sample Data Collection Forms	93
APPENDIX D PORTFOLIO CHECKLIST	101
APA Portfolio Organization Checklist	102
APA Portfolio Review Checklist	103
APPENDIX E HELPFUL HINTS	111
Tips from Scorers	113
Opportunities for Social Interaction	117
APPENDIX F ACCOMMODATIONS AND MODIFICATIONS OF TEST ADMINISTRATION PROCEDURES FOR STATEWIDE ASSESSMENTS	121
APPENDIX G GLOSSARY	127

Acknowledgements

The New Jersey Department of Education (NJ DOE) extends a deep appreciation to the NJ Alternate Proficiency Assessment Advisory Committee who offered guidance during the development of this assessment. We appreciate your commitment to assessment and accountability that includes ALL students and we thank you for your contributions.

Members of the NJ APA Advisory Committee

Peggy Bruno	ASAH - Lehman School
Elizabeth Celentano	Department of Education
Jessica Cohen	ARC of New Jersey
Dennis Cruz	St. Joseph's School for the Blind
Maria Eppolite	Commission for the Blind and Visually Impaired
Mary Anne Evanko	DHS Office of Education
Debra Fernandez	Statewide Parent Advocacy Network (SPAN)
Russ Greco	Atlantic County Special Services
Pam Holmdal	Winslow Township
Kathy Ives	Elizabeth
Maureen Kerne	Bergen County Special Services District
Bob Lenherr	Bancroft Neurohealth
Dot Loesch	Marie Katzenbach School for the Deaf
Barbara Makowski	Warren County Special Services
Carol Markowitz	Eden Institute
Peggy McDonald	Department of Education
Sarah Mitchell	NJ Protection and Advocacy Inc.
Jerry Petroff	The College of New Jersey
Soundaram Ramaswami	Newark
Sue Richmond	Developmental Disabilities Council
Fred Trenk	New Jersey Regional Day - Newark
Kathy Von Thaden	Bancroft Neurohealth
Joy Xin	Rowan University

CHAPTER ONE

General Information and Personnel Responsibilities

Purpose of the New Jersey Alternate Proficiency Assessment

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with disabilities who are unable to participate in the New Jersey Assessment of Skills and Knowledge in grades 3 and 4 (NJASK3 and NJASK4), the Grade Eight Proficiency Assessment (GEPA), or the High School Proficiency Assessment (HSPA). For the 2004–2005 school year, the APA will assess the content areas of language arts literacy, mathematics, and science. Evidence of student performance will be collected during instructional activities over the school year. Work samples will exemplify each student's abilities as they relate to the standards and to the student's individual education program goals and objectives. Portfolios will be scored by trained expert scorers using a rubric designed to measure student performance and program components in areas identified as important in the education of students with significant disabilities.

The New Jersey Alternate Proficiency Assessment was developed for two purposes:

- To measure the progress of a small percentage of students with disabilities who cannot participate in the regular statewide assessments even with accommodations.
- To ensure that the educational results for all students are included in the statewide accountability system at the individual, school, district, and state levels.

Accountability through assessment provides equity in program and educational opportunities for all students. Alternate assessment ensures an inclusive statewide assessment system and student accountability linked to the common core of learning within the general curriculum in New Jersey.

The New Jersey Alternate Proficiency Assessment process was developed in response to the following requirements of the *Individuals with Disabilities Education Act of 1997 (IDEA 97)*:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary (Sec. 612(a)(17)(A)).

As appropriate, the state or local education agency—

- (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment; and
- (ii) develops and beginning not later than July 1, 2000, conducts those alternate assessments (Sec. 612(a)(17)(A))

In addition, the *No Child Left Behind Act of 2001 (NCLB)* requires that all students, including those with disabilities, must participate in the state assessment program. NCLB also requires that the measurement of progress towards meeting state standards include assessment results for all students.

It is toward fulfillment of these requirements that the Alternate Proficiency Assessment is based on the Core Curriculum Content Standards (CCCS) in the content areas of language arts

literacy, mathematics, and science. **In this manner, all students in New Jersey are moving toward the same general standards at whatever level is appropriate for them and with whatever modifications or supports they need.** The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The alternate assessment was designed for a very small percentage of the total school population for whom traditional assessments, even with accommodations, would be an inappropriate measure of their progress.

The New Jersey Alternate Proficiency Assessment represents a multi-disciplinary approach to assessment of student progress toward achieving the CCCS and opportunities to learn. A portfolio assessment represents a multi-disciplinary approach that links curriculum, instruction, and assessment. The triangle in Figure 1 highlights this relationship.

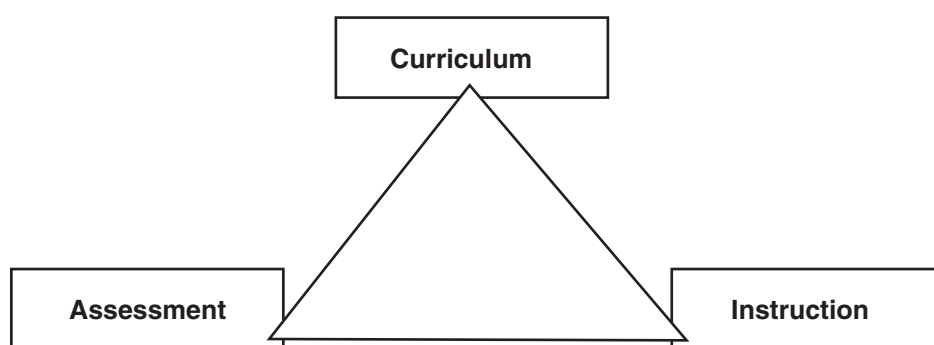


Figure 1: Linkage

High-quality assessment practices provide information upon which to base ongoing development of curriculum that is responsive to individual student needs. Aside from the use of a portfolio to capture student learning, this philosophy considers students with severe or multiple disabilities as valued and contributing members of their schools and communities. This performance-based assessment promotes a vision of enhancing capacities and integrated life opportunities for students leading to positive post-school outcomes including independent living, employment, and involvement in the community.

Security Procedures

Professional and Ethical Responsibility

Due to the nature of the NJ APA, educators have more extensive involvement in the preparation and handling of the assessment materials than in other NJ statewide assessments. Therefore, it is necessary to provide the statement of professional and ethical responsibility, which describes the role of the educators in the implementation of the NJ APA.

- **It is the responsibility of all contributors to a student's portfolio to ensure that any and all data and documentation reflect authentic, accurate, and truthful information.**
- **Any student portfolio that is found to contain inauthentic data and/or documentation may result in professional consequences for staff and financial consequences for the school or district.**

There are several different occurrences that result in a security breach of an APA. As such, it is imperative that all staff involved in the development and submission of an APA adhere to the procedures and guidelines that are defined in this manual.

Evidence submitted in a portfolio must not be fabricated, altered, or duplicated across students. Pictures and all materials must be dated with the date of the actual occurrence of the production of this evidence. Data sheets and other materials should not reflect date changes using white out or other methods.

It is the responsibility of the district and school administrators, as well as the student's educators, that the APA reflect a true picture of the student's educational program and acquired knowledge and skills.

Personnel Responsibilities

The identification of a student who requires the Alternate Proficiency Assessment as the state assessment of record requires the input of many personnel. The Director of Special Education, the Child Study Team members, and other administrators and educators may be involved in this decision. Unlike the general state assessments, the development and submission of the APA assessment also requires the participation of many administrators and educators.

It is the responsibility of the school administrator, director of special education, and the APA coordinator to ensure that the APA assessment is correctly developed for the appropriate students during the prescribed collection period. These administrators are responsible for the accurate development and timely submission of these assessments. The dissemination of information to the APA student's educators, oversight of the APA process, and the review of the portfolio are all administrators' responsibilities. It is also the direct responsibility of the administrators to ensure that these assessments are submitted on time for scoring, and that the student coding on both the general assessment test book/answer folder and the APA assessment scan sheet is accurate and complete.

It is the responsibility of all educators of students that participate in the APA process to follow all procedures when collecting educational information that will be submitted in a portfolio. All educators should review the scoring guidelines and plan how to address the required program components when developing the students' portfolios. In most cases, the evidence contained in the portfolio is submitted by several teachers, though the student's lead teacher does the coordination of the development and submission of the APA to the coordinator.

All administrators and educators involved in the APA process must review the Procedures Manual and should attend all training sessions. Both the manual and the training sessions provide extensive information in the appropriate development of the APA.

Alternate Proficiency Assessment Manuals and Related Resources

NJ Alternate Proficiency Assessment Procedures Manual

This procedures manual is designed for district, local school, and receiving school APA coordinators, lead teachers, and their educational team that is responsible for implementing the APA. The educator's manual describes in detail the participation guidelines and criteria, the required components of the APA portfolio, how to collect student performance evidence, and procedures and timelines.

Core Curriculum Content Standards (CCCS)

The standards define the knowledge and skills that all New Jersey students should be working toward achieving. The standards are the basis for general education curricula in New Jersey. The CCCS in language arts literacy, mathematics, and science were revised in July, 2003. Other content areas have also been revised.

Curriculum Frameworks

The frameworks were developed by the New Jersey Department of Education to assist teachers in designing instruction related to the Core Curriculum Content Standards. Instructional adaptations for students with varying learning styles are included in each manual.

Test Specifications

Test specifications for the general statewide assessments were developed by the New Jersey Department of Education to assist teachers in identifying the relationship between the Core Curriculum Content Standards and the general statewide assessments. These documents will also assist teachers in the selection of the appropriate statewide assessment for students with disabilities.

These materials have been disseminated to local education agencies and receiving schools by the New Jersey Department of Education (NJDOE). They are also available on the NJDOE Web site: www.state.nj.us/education.

CHAPTER TWO

Participation Guidelines

Students Eligible to Participate in the APA

All students with disabilities must participate in the state assessment system. Students with disabilities participate in the general assessment for their grade, or equivalent age, or in the Alternate Proficiency Assessment (APA). The Individual Education Program (IEP) team makes decisions about state assessment participation. The IEP team must determine **for each content area assessed**, whether an individual student will participate in the general assessment or the APA. A student may participate in the APA in a content area only if the IEP team determines that the student has not been instructed in the knowledge and skills tested by the assessment and if the student is unable to complete correctly any of the types of tasks on the general assessment [N.J.A.C. 6A: 14-4.11(a)2].

Students with disabilities participate in the state assessments during the same grades as their nondisabled peers. Only if a student is not in a graded class, **or does not have a grade based on the chronological age listed on the IEP**, should the IEP team use the ages listed on the chart below to determine when the student will participate in state assessments. The student's grade, when one is assigned on the IEP, determines when a student will participate in state assessments. For ungraded students, use the chart below and the student's birth date to determine when a child will participate in the statewide assessment system.

Grades/Ages for Participation of Students with Disabilities in Statewide Assessments

<i>If a student with disabilities is in grade . . .</i>	<i>OR, if the student does not have a grade assignment, AND the student, between July 1, 2004, and June 30, 2005, will <u>turn age</u></i>	<i>The student will participate in the following assessment:</i>
3	9 (D.O.B. 07/01/95—06/30/96)	NJ Assessment of Knowledge and Skills Grade 3 (NJ ASK3) OR APA
4	10 (D.O.B. 07/01/94—06/30/95)	NJ Assessment of Knowledge and Skills Grade 4 (NJ ASK4) OR APA
8	14 (D.O.B. 07/01/90—06/30/91)	Grade Eight Proficiency Assessment (GEPA) OR APA
11	18 (D.O.B. 07/01/86—06/30/87)	High School Proficiency Assessment (HSPA) OR APA

Grade 12 Students

- If a senior (ages 19–21) is new to the state this year and has not participated in either the APA or the HSPA, the IEP team must determine which assessment is appropriate and the student must participate in this assessment.
- Students who were juniors last year and should have participated in the APA but did not, must participate in the APA this year.

Students with disabilities who participate in one or more content areas of the HSPA, regardless of whether or not they must pass in order to meet graduation requirements, are not eligible to participate in the APA in that (those) content area(s).

All students with disabilities must participate in the statewide assessment system, regardless of educational placement. This includes students with disabilities attending the following:

- Local district public schools;
- Local district public schools in another part of town;
- Public schools in other towns;
- Receiving schools including special services school districts, educational service commissions, approved private schools for the disabled, college-operated programs, Marie H. Katzenbach School for the Deaf, and jointure commissions;
- Private schools in accordance with a Naples placement;
- Private schools for the disabled out of state (placed there by a New Jersey district); and
- State educational facilities

Students on homebound instruction must also be assessed. For individual questions regarding participation, contact the NJDOE, Office of Evaluation and Assessment. See Appendix A for contact information.

CHAPTER THREE

Alternate Proficiency Assessment Portfolio Components

Required Components

Definition of Key Terms:

APA Portfolio: A collection of student work, student data, and educational information that relate to a student's progress on the New Jersey content standards.

Entry: A collection of evidence that documents a student's knowledge and application of key concepts and skills pertaining to a particular content area. The entry also documents the key program components described in the APA scoring rubric.

Evidence: Student data, student work samples, and other documentation that represent a student's progress toward a targeted skill described in the APA scoring rubric.

Targeted Skill: A targeted skill is a skill that the student will be learning during the collection period, and which is directly related to the selected standard, CPI, and IEP goal/objective.

Criterion (measurable terms): Indicates the level of progress in the targeted skill that the student is expected to achieve within the collection period.







Collection Period: Time frame within which you must collect the evidence. Time frame for 2004–2005 school year is October 25, 2004, through March 4, 2005.

A completed Alternate Proficiency Assessment portfolio must contain the following items:

- Table of Contents
- Entry Cover Sheet for each standard assessed (2 for LAL, 2 for Math, and 3 for Science)
- Standards-based entries:
 - **Two entries** based on 2 different Language Arts Literacy standards from the CCCS.
 - **Two entries** based on 2 different Mathematics standards from the CCCS.
 - **One entry** based on 3 different Science standards from the CCCS.

Table of Contents

A table of contents helps the student organize the portfolio and communicate about his or her work in the portfolio. A table of contents can be adapted to meet the individual needs of the student. It should reference the page numbers for all of the required components.

Table of Contents		
Table of Contents		1
Language Arts Literacy Entry One		2–8
Language Arts Literacy Entry Two		9–14
Mathematics Entry One		15–21
Mathematics Entry Two		22–27
Science Entry One		28–35

Entry Cover Sheet	
Collection Period: October 25, 2004, to March 4, 2005	
Student Name: _____	Grade: _____ or Age: _____ <small>(use age only if student is ungraded)</small>
Entry (check one): LAL 1 <input type="checkbox"/> LAL 2 <input type="checkbox"/> MATH 1 <input type="checkbox"/> MATH 2 <input type="checkbox"/> SCIENCE 1 <input type="checkbox"/>	
For Science Entry Only (check one): SCI 1 <input type="checkbox"/> SCI 2 <input type="checkbox"/> SCI 3 <input type="checkbox"/>	
<i>Select 1 standard and 1 related Cumulative Progress Indicator (CPI) from the New Jersey Core Curriculum Content Standards (2002). Be sure the standard and CPI are listed below accurately.</i>	
<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> NEW JERSEY CCCS: </div>	
Cumulative Progress Indicator: _____	
IEP Goal/Objective: _____	
Targeted Skill: _____	
Measurable Criteria (expressed as % of ratio, e.g., 20% or 4/5 trials): _____	
Duplicate as necessary	

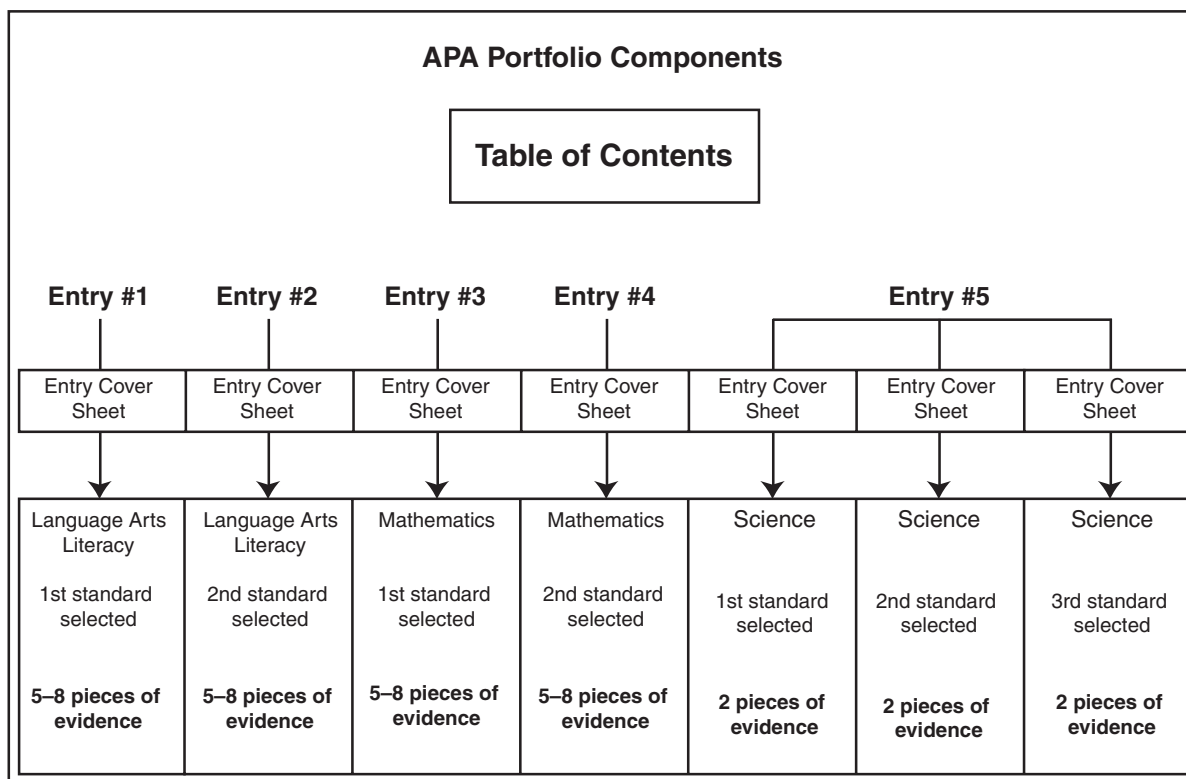
Entry Cover Sheet

The entry cover sheet can be found in Appendix C. The entry cover sheet reflects the standard, CPI, IEP goal/objective, and targeted skill which is documented in the entry. For language arts literacy and mathematics, each entry will reflect only one targeted skill; therefore, each entry will contain only one entry cover sheet. For science, the entry will reflect three targeted skills; therefore, the entry will contain three entry cover sheets.

Standards-Based Entries

A standards-based entry comprises **evidence** reflecting a student's progress and focused on a standard(s) within the identified content area. Evidence may include student work samples, scripted video or audiotape, instructional data, charts and graphs of student performance over time, and sequenced captioned photographs. It may also include captioned photographs, notes from peers, parents, co-workers, or employers.

The following chart illustrates the required components for each APA portfolio, including the number of entries.



Do NOT include in the Alternate Proficiency Assessment portfolio:

- Materials developed by the instructional team for the sole purpose of the assessment. The Alternate Proficiency Assessment should contain evidence from daily instruction.
- IEP documents, test results, IQ scores used for eligibility and placement decisions.
- Any information that might impose a bias on the scorer.
- Evidence that may embarrass the student (e.g., evidence related to personal hygiene activities).

Entry Cover Sheet

Collection Period: October 25, 2004, to March 4, 2005

Student Name: _____ Grade: _____ or Age: _____
(use age only if student is ungraded)

Entry (check one): LAL 1 ☐ LAL 2 ☐ MATH 1 ☐ MATH 2 ☐ SCIENCE 1 ☐

For Science Entry Only (check one): SCI 1 ☐ SCI 2 ☐ SCI 3 ☐

Select 1 standard and 1 related Cumulative Progress Indicator (CPI) from the New Jersey Core Curriculum Content Standards (2002). Be sure the standard and CPI are listed below accurately.

Step 1	NEW JERSEY CCCS:
---------------	------------------

Step 2	Cumulative Progress Indicator: _____
---------------	--------------------------------------

Step 3	IEP Goal/Objective: _____
---------------	---------------------------

Step 3	Targeted Skill: _____
---------------	-----------------------

Step 4	Measurable Criteria (expressed as % of ratio, e.g., 20% or 4/5 trials): _____
---------------	---

Duplicate as necessary

CHAPTER FOUR

Language Arts Literacy and Mathematics Entries

Developing an APA Portfolio Entry for Language Arts Literacy and Mathematics

Below is a step-by-step process for developing the two language arts literacy entries and the two mathematics entries for the APA portfolio. The process for developing entries for language arts literacy and mathematics is the same. The process for developing the science entry is slightly different and is covered in the next section of this chapter.

Step 1: Upon reviewing the standards and the student's IEP goals and objectives, select a standard to be assessed. The selected standard should be related to a goal and/or objective from the student's IEP. Document the selected standard on the entry cover sheet. Be sure to use the **exact language** of the standard as found in the CCCS (2002 or 2004 version) on the entry coversheet.

Step 2: Identify a Cumulative Progress Indicator (CPI) within the selected standard that is related to an IEP goal and/or objective. The CPI must be selected from the list of CPIs provided for the selected standard in the CCCS. Document the selected CPI exactly as it appears in the CCCS on the entry cover sheet. You should document only one CPI for each selected standard.

Step 3: Document the IEP goal/objective that relates to the selected standard and CPI. Next, clearly identify a targeted skill within the selected goal/objective to be assessed. A targeted skill is a skill that the student will be learning during the APA collection period, which is directly related to the selected standard, CPI, and IEP goal/objective. Document the IEP goal/objective and the targeted skill on the entry cover sheet. **Examples** of targeted skills include:

Standard 3.4 (Listening): All students will listen actively to information from a variety of sources in a variety of situations.

CPI: Grade 8 – A. Active Listening

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one, small group)

Targeted Skill: Chantall will reach and grasp the object independently four out of five opportunities over three consecutive days within activities related to listening.

Standard 3.3 (Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

CPI: Grade 4 – D. Oral Presentation

1. Speak for a variety of audiences and purposes

Targeted Skill: Jeremy, with one verbal prompt, will orally choose among three items four out of five opportunities over five consecutive days.

Standard 4.1 (Number and Numerical Operations): All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

CPI: Grade 6 – A. Number Sense

2. Recognize the decimal nature of United States currency and compute with money.

Targeted Skill: Andrea will count her change correctly and independently three out of three times.

Standard 3.4 (Reading): All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts.

CPI: Grade 12 – H. Inquiry and Research

4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.

Targeted Skill: Enrique will read the directions correctly and independently five out of five opportunities.

Step 4: Define the criterion the student is expected to achieve within the collection period. This may come from the student's IEP or be developed by the teacher for the specific skill being assessed. Document the criterion on the entry cover sheet. Criterion taken from the IEP may be adjusted to reflect level of progress expected during the collection period.

Criterion should be stated quantitatively (e.g., correctly 80 percent of the time or independently four out of five trials over a five day period). Criterion must measure level of accuracy and independence.

Examples of targeted skills and related criterion:

Chantall will reach and grasp an object four out of five times over three consecutive days.

Jeremy, with one verbal prompt, will choose among three items four out of five times or 80% of the opportunities.

Andrea will count her change correctly and independently four out of five trips to the store.

Enrique will read the directions correctly five out of five opportunities over three consecutive days.

Step 5: Identify instructional standards-based activities that will provide the student the opportunity to perform the targeted skill. Activities and materials must be contextually age-appropriate, regardless of the level of the targeted skill. Each entry must reflect evidence of the student performing the targeted skill within a minimum of three standards-based activities, which represent the dimensions of the APA scoring rubric. Review the Scoring Rubric Clarifications to be sure you select activities representing all dimensions.

Examples of targeted skills, related criterion, and selected activities:

- 1. Targeted Skill:** Chantall will reach and grasp
Criterion: four out of five times over three consecutive days
Activity One: turning pages while listening to a peer read a story
Activity Two: following directions (using a stamp)
Activity Three: following daily schedule (place a checkmark with a marker given verbal prompt)
- 2. Targeted Skill:** Jeremy will choose between three items
Criterion: four out of five opportunities with one verbal prompt
Activity One: orally choose a book
Activity Two: orally choose a friend to work with
Activity Three: orally choose a snack
- 3. Targeted Skill:** Andrea will count her change correctly
Criterion: three out of three times for three opportunities
Activity One: purchasing a drink at the vending machine
Activity Two: purchasing lunch
Activity Three: purchasing supplies at the school store,
Activity Four: purchasing a snack
- 4. Targeted Skill:** Enrique will read the directions correctly
Criterion: five out of five opportunities
Activity One: prepare a snack
Activity Two: assemble a model
Activity Three: fill out a form

The following tools may be used to assist in developing standards-based activities that will be used to instruct the student in the targeted skill and collect data for the APA portfolio.

New Jersey Alternate Proficiency Assessment Entry Planning Tool

Student Name: _____ Entry (circle one): SCIENCE LAL 1 LAL 2 MATH 1 MATH 2

For Science Only: T.S. 1 T.S. 2 T.S. 3

Standard: _____

CPI: _____

IEP Goal/Objective: _____

Targeted Skill: _____

Measurable Criterion: _____

Standards-based Activities	Types of Evidence	Supports	Settings	Social Interactions for Self-Determination

*Note: This entry tool does not reference all scoring dimensions. You may want to expand this tool in order to reference all dimensions.

Targeted Skill:

Standards-Based Activity:

Settings: _____

Check (✓) all that apply.

- ☐ The activity is age-appropriate.
- ☐ The activity provides opportunities for social interaction
 - ☐ with peers with disabilities.
 - ☐ with peers without disabilities.
 - ☐ with adults other than primary educator.
- ☐ The student will have opportunities for choice-making.
- ☐ The student will have opportunities for self-evaluation.
- ☐ The student will have opportunities to identify how to improve performance.

Supports that will be provided to student: _____

Step 6: Determine the types of evidence to be collected and document/monitor the student's performance. Determine who, in addition to the classroom teacher, will be responsible for providing evidence for the portfolio.

- ✓ Ensure that grades or charted progress indicate how the child is progressing on the targeted skill in relation to the criterion listed on the entry cover sheet.
- ✓ Ensure that data reflects at least four months within the collection period—October 25, 2004 through March 4, 2005.
- ✓ Ensure that all evidence is dated.

Step 7: Assemble evidence for the entry; each LAL and Math entry must include a minimum of five pieces of evidence. Evidence must represent a minimum of three standards-based activities and include a variety of types of evidence. Select evidence that addresses the student's performance of the targeted skill and measurable criterion.

Step 8: Review assembled evidence to ensure that all dimensions of the APA scoring rubric are represented. Use the checklist in Appendix D to help you evaluate the assembled evidence in relation to the rubric.

Language Arts Literacy and Mathematics Alternate Proficiency Assessment Scoring Guide

Language Arts Literacy and Mathematics

Alternate Proficiency Assessment Scoring Rubric

	1	2	3	4
Student Progress	The entry shows no clear progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows some progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows considerable progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows that the measurable criterion related to the targeted skill has been met or exceeded.
Connection to Standards	The entry shows no evidence of instruction in the targeted skill within the context of age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least one age-appropriate, standards-based activity.	The evidence in the entry indicates instruction of the targeted skill within the context of at least two age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least three age-appropriate, standards-based activities.
Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Self-Determination	The entry shows little or no evidence of choice making or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.

Scoring Rubric Clarifications/Rationale

Language Arts Literacy and Mathematics

The scoring rubric presented on the previous page represents the criteria on which each language arts literacy and mathematics APA portfolio entry is judged. The rubric consists of six dimensions, which were selected based on effective practice and current research in the instruction of students with significant disabilities. As part of the scoring process, each entry of a portfolio is reviewed and given a rating of 1 to 4 for each dimension of the rubric. It is important to remember that each entry is scored individually for each dimension of the rubric.

- ✓ The **student progress** dimension is used to evaluate student progress toward achieving targeted skills identified within the portfolio.
- ✓ The **connection to standards** dimension is used to evaluate the extent to which the program is providing instructional activities linked to the Core Curriculum Content Standards (CCCS).
- ✓ The **social interaction** dimension measures whether the program provides opportunities for the students to interact with peers, both with and without disabilities.
- ✓ The **independence** dimension evaluates whether the supports that students are utilizing maximize independence and the degree to which the students utilize natural supports in school and/or community settings.
- ✓ The **self-determination** dimension measures whether the program offers opportunities to students to be self-directive, by making choices, planning, monitoring, and evaluating during instruction. It should be noted that this dimension evaluates the opportunities offered by the program, not the number of times the student actually does plan, monitor, and evaluate his or her progress.
- ✓ The last dimension, **generalization**, examines opportunities the program affords the student to learn skills and knowledge related to the targeted skills in a variety of settings.

The following descriptions of the rubric dimensions are offered to guide teachers in the development of standards-based activities for the portfolio that reflect the dimensions measured during the scoring process. These clarifications are derived from the key language in the scoring rubric and are evidenced in the exemplars provided.

Student Progress: the extent to which students show progress toward achieving the targeted skill.

Student Progress	The entry shows no clear progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows some progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows considerable progress toward the measurable criterion related to the targeted skill as evidenced.	The entry shows that the measurable criterion related to the targeted skill has been met or exceeded.
-------------------------	---	---	---	---

Definition of Terms

Each entry cover sheet must include a ***criterion***, or ***measurable terms***, which indicates the level of progress, in the targeted skill, the student is expected to achieve within the collection period.

- Criterion may be taken from the IEP or may be developed specifically for the activities (a minimum of 3) included in the portfolio based on the IEP's measurable objectives.
- Criterion must be stated in measurable terms (quantitative or qualitative).
- Examples include (criterion in each example is underlined):
 - ✓ Chantall will reach and grasp an object independently four out of five times over three consecutive days.
 - ✓ Jeremy, with one verbal prompt, will choose among three items four out of five times or 80 percent of the opportunities.
 - ✓ Andrea will count her change correctly and independently four out of five trips to the store.
 - ✓ Enrique will read directions correctly five out five opportunities over three consecutive days.

A ***targeted skill*** is the skill identified on each entry cover sheet that the student will be learning within the APA collection period.

- It must be directly related to the selected standards from the CCCS and at least one of the student's IEP objectives.
- It may be an objective from the student's IEP or a skill embedded in an IEP objective that the student would be learning during the collection period.
- It should be broad enough to ensure that the student will be working on that skill for the duration of the collection period.

Student progress measures how well the student has learned the targeted skill based on the identified, measurable criterion.

- Student progress is documented by evidence gathered across at least four months within the collection period, such as teacher data, graphing, and student work.
- Student progress may be documented by one activity which occurs multiple times across four months or across all three activities which spans four months.

Suggestions for Documenting Student Progress:

- ✓ Ensure that all student work and data charts include the dates the work was completed.
- ✓ Student work that is graded by the teacher will be used when determining the student's progress toward the criterion. Student work and data sheets should provide ample opportunities for the child to meet the criterion.
 - For example, if the criterion is **four out of five times over three days**, a data sheet should reflect three days of data with five trials provided each day. A data sheet showing only two days of data, with four trials each day, would not allow a scorer to determine if the criterion was achieved.
- ✓ Student work or data sheets showing no improvement over time will be given a score of 1 for student progress.
- ✓ Data that starts with the student performing the skill at 100% accuracy does not reflect progress. Be sure to document any additional steps or increase in criterion within the entry.
- ✓ Progress may be demonstrated by actual examples of student work completed during the collection period. Work samples should reflect at least four months within the collection period.
- ✓ If data evidenced is for less than four months, then the entry may not score a 4, regardless of the progress made. Months are considered over a general time frame, not days within a month.
- ✓ Progress may also be demonstrated through a data sheet, a chart, or graph of student performance. The data should reflect the child's progress toward achieving the level of skill expected as identified in the criterion. Charts and graphs may be completed by the teacher alone or with the involvement of the student.
- ✓ Progress may be reflected by an increase in the level of skill or by a decrease in the level of prompts required for the student to perform the skill.
- ✓ Evidence selected for the portfolio should reflect progress toward only one targeted skill. Only if the student has achieved the criterion established for the targeted skill prior to the end of the collection period should a second skill, or a higher criterion, be considered.
- ✓ Do not use the same targeted skill in more than one entry. Each entry should reflect progress on a separate skill.
- ✓ A student work sample or teacher/parent/employer narrative completed on a computer should include the name of the person who completed it.
- ✓ Terms such as "the student will participate ..." should not be included in targeted skills as they do not indicate what the student is expected to be able to do. Choose skills that are measurable and observable.
- ✓ Dates on evidence are necessary to document progress.
- ✓ The targeted skill should be evident by student work and/or instructional data and may be supported by peer narratives, videos, or captioned photos.
- ✓ Include supplementary information to reflect each dimension of the rubric evidenced within a data sheet.
- ✓ If a data sheet/chart is used, you must include other evidence which directly supports each dimension reflected on the data sheet.

Connections to Standards: measures the number of activities within an entry that are standards-based regardless of whether the student is learning access skills or a modification of skills in the standard.

Connection to Standards	The entry shows no evidence of instruction in the targeted skill within the context of age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least one age-appropriate, standards-based activity.	The evidence in the entry indicates instruction of the targeted skill within the context of at least two age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the age-appropriate, standards-based activities.
--------------------------------	---	---	---	---

Definition of Terms

Standards-based activities are those learning activities occurring for all children that have outcomes connected toward achieving a standard within the **Core Curriculum Content Standards (CCCS)**. Standards-based activities provide opportunities for students to access instruction in the general education curriculum. Standards-based activities for the APA must be age appropriate. Age-appropriate activities refer to those that are appropriate for typical peers within two years of the age of the student (above or below).

The CCCS are the educational standards that all New Jersey students must be learning. The standards are the basis for the APA.

Students may be expected to learn the standards:

- 1) as written – at the same level of difficulty as their typical peers;
- 2) with accommodations at the same level of difficulty as their typical peers;
- 3) with modifications to the content of the standard – at a different level of difficulty from their typical peers;
- 4) or through *access skills* taught within the context of standards-based activities.

Students with disabilities participating in the APA are typically learning skills that represent significant modifications of the standards, or are learning access skills.

Access skills are those basic skills that are needed to access all learning (motor, social, etc.) and can be taught across all content areas and settings.

Examples of standards-based instructional activities:

Standard 3.3 of the language arts literacy standards reads: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Grade Level 4 Activity: Students give a presentation of information they have acquired from a visit to the aquarium.

As Written: Shanika gives an oral presentation about the aquarium visit, as do her classmates.

As Written with Accommodations: Jamie gives a presentation about the aquarium visit using her Intro-talker.

Modified Expectation: Juan names two to three photographs of the “sharks” and “rays” exhibit to a small group of three to four students.

Access Skill: Amber reaches/grasps to activate a switch, which in turn advances slides of the aquarium trip when prompted by a peer.

Grade Level 11 Activity: Students will give a persuasive speech.

As Written: Roberto studied Martin Luther King’s “I have a Dream Speech” and then developed a persuasive speech addressing disability issues.

As Written with Accommodations: Ellen studied Helen Keller and Anne Sullivan speeches and prepared a persuasive speech with the use of an interpreter.

Modified Expectation: Eric shows a potential employer a videotaped resume of his job skills.

Access Skill: Angela uses a switch to play tape-recorded selections from famous speeches (e.g., JFK “Ask Not”).

Grade Level 4 Activity: Students share their writing by reading from the Author’s chair in the classroom (from New Jersey Language Arts Literacy Frameworks).

As Written: Jesse read her original poem to the class from the author’s chair.

As Written with Accommodations: Bette manually signed her original story to the class from the author’s chair.

Modified Expectation: Eloise shares her daily journal entry, which was prepared with assistance, from the Author’s chair.

Access Skill: Each day, Terence chooses one from a set of pictures of classmates and holds up the picture in order to name the student who will sit in the author’s chair each day.

Grade Level 11 Activity: Students prepare a speech for Health Week on a health topic of their choice (from New Jersey Language Arts Literacy Curriculum Frameworks).

As Written: George researched the benefits of eating healthy and then developed a persuasive speech addressing the importance of eating healthy.

As Written with Accommodations: Joan researched teenage sleep habits and prepared a persuasive speech with the use of an interpreter.

Modified Expectation: For his speech, Jeffrey, with assistance from a peer, develops a list of three healthy habits and presents the list orally to the class.

Access skill: A student may activate a switch, which begins a short video for the class on healthy habits.

In each case, the student was engaged in an age-appropriate, standards-based activity. In each of these situations, the student work was individualized and customized to meet the unique needs of the individual student. Standards-based activities can be linked closely to authentic real-life opportunities. Functional life skills are often related to the standards and can be taught in standards-based activities.

Suggestions for Documenting Connection to the Standards Dimension:

- ✓ Distinct standards-based activities (e.g., Language Arts Literacy entry with a targeted skill/IEP objective of writing might include journal entries, spelling tests, book reports, handwritten daily schedule, computer e-mail, grocery list, addressed envelopes, written posters for stations in physical education class, directions to the mall, personal telephone/address books) are more likely to show evidence of instruction toward the acquisition of state standards.
- ✓ Even though entries may evidence the targeted skill, limited evidence of instruction/ performance toward the achievement of the state standards could affect the score on the assessment. The state standards (CCCS) are the driving force behind instruction, entry evidence, and portfolio products.
- ✓ The targeted skill should facilitate the student's work toward the achievement of the CCCS or be a skill embedded (access skill) within the CCCS curriculum-based activities.
- ✓ Materials and activities must be age appropriate (chronological age) regardless of the skill being demonstrated. The level of skill the student is learning is not scored.
 - For example, counting money in order to make a purchase is an age-appropriate activity for an 8th grader, but completing a math assignment on worksheets decorated with bunnies is not age appropriate for an 8th grader.
- ✓ Materials may be considered age appropriate if students within two years of age (above or below) would typically use them.

Social Interactions: social interactions involving students with and without disabilities leading to the development of appropriate social skills.

Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
---------------------------	--	---	---	--

Definition of Terms

Social interaction – opportunities for interactions that facilitate/evidence positive behavior, communication, thoughtfulness, listening, sharing, common likes/dislikes, and trust.

Interactions with peers – opportunities for interactions involving students with and without disabilities (reflecting the chronological age of the student) that lead to the development of appropriate social skills.

- ✓ Teachers may initially need to facilitate friendships with planned interactions such as Circle of Friends (Forest & Pearpoint, 1992) in order to achieve mutual friendships at a later time.
- ✓ Students who are sharing activities over time have the opportunity to experience reciprocated relationships.
- ✓ This does NOT mean a student has to have a best buddy or friend that they hang out with all the time.

Sustained interactions – social interaction with the same group of peers on a regular basis, working on a targeted skill (i.e., the peer interacts with the student daily, etc.) Sustained social interaction must be documented by more than one activity with peers over time.

Peer – a student, with or without identified disabilities, that is within a 2-year age span of the targeted student;

- ✓ A peer at the senior high level could be a person 16 years old or older (e.g., an adult coworker of any age).

Refer to Appendix E for suggested instructional activities that provide opportunities for social interaction with nondisabled peers.

Suggestions for Documenting Social Interactions Dimension:

- ✓ Evidence that a student receives instruction on targeted skills within the context of group education classes on an ongoing daily, weekly, or monthly basis will be considered sustained social interactions.
- ✓ Social interactions must be evidenced within the context of working on content-related skills.
- ✓ The classroom teacher is not a peer that would be considered in scoring.
- ✓ Evidence that a student has opportunities to interact with peers without disabilities will lead to the highest score in this dimension. There must be clear documentation of this in the evidence in order to achieve the highest score.
- ✓ The evidence must clearly document if a peer is nondisabled, it CANNOT be assumed.
- ✓ Social interaction must be clearly described (who and nature of the interaction).

Independence: refers to performance of the targeted skill with the maximum level of independence with appropriate supports, i.e., the level of peer support, accommodations, modifications and assistive technology used.

Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence. Most of this support is natural.
---------------------	---	--	--	--

Definition of Terms

Accommodations – changes in setting, lesson, format, presentation or student response format during standards-based, instructional activities. Changes do not affect level, content, or performance criteria.

Appropriate assistive technology – can range from low technology (e.g., unaided communication systems, communication boards) to high-end technology (e.g., computers with switch interfaces, technology to assist with positioning, mobility, and recreation).

Modifications – substantial changes in what a student is expected to learn and/or demonstrate. Modifications may include changes to instructional materials and/or instructional delivery to meet the needs of the student.

Natural support – support provided in the context of integrated activities. Natural supports include the people, environment, and activity/materials that are naturally occurring and that allow students to be fully participating members of the general education classroom, school and community (Jorgensen, 1992).

- For grades 3 & 4 the ‘people’ providing natural supports may be personnel in a school who interact with ALL students (not special education personnel). The ‘environment’ may not be a special education class.
- A group home is not considered a naturally occurring environment.

Here is an example of natural support:

Mary has opened a Christmas Club account at a local bank. She makes a deposit every other Friday. At first, an instructional assistant went with Mary to the local bank. (It is important to note here that the bank is the branch in Mary’s neighborhood and is frequented by her family.) **The instructional assistant facilitated a natural support with Joe**, a teller at the bank. Mary always went to Joe’s window to make her deposit. He began by greeting Mary asking, “Do you have an envelope for me?” and reaching for the envelope. At the suggestion of the instructional assistant, the next time he waited to see what Mary would do before asking for the envelope.

Soon, the instructional assistant no longer needed to go into the bank with Mary. She could make her deposit with Joe. Joe then taught the other tellers what to say to Mary when she came in to make her deposit if he was not available. **The natural support occurred when Joe provided assistance to Mary.**

More examples of natural supports:

- ✓ A typical peer (naturally occurring person) helping the student collect milk slips during the lunch count (naturally occurring activity & materials) in the 4th-grade classroom (naturally occurring environment).
- ✓ A student receiving assistance from a coworker (naturally occurring person) to restock the shelves (naturally occurring activity & materials) at a community grocery store (naturally occurring environment).
- ✓ A sibling (naturally occurring person) helping the student with their homework (naturally occurring activity & materials) at home (naturally occurring environment).
- ✓ A parent (naturally occurring person) helping their child collect an article from the local newspaper (naturally occurring materials) at home (naturally occurring environment) one evening for a current events lesson.
- ✓ A student goes to the mall (naturally occurring environment) to purchase new sneakers (naturally occurring activity, materials & person).

Peer – a student, with or without identified disabilities, that is within a 2-year age span of the student;

- ✓ A peer at the senior high level could be 16 years old or older (e.g., an adult coworker of any age).

Peer tutoring – peer support that is teacher directed;

- ✓ The student with or without disabilities is assigned to assist or teach the student with disabilities and he or she does not have a learner outcome of his or her own.

Suggestions for Documenting Support Dimension:

- ✓ Natural support in the community by service personnel must include documentation of how the student was assisted.
- ✓ Inclusion of peer work samples will serve to document “students learning together.”
- ✓ Notes/comments from the regular education teacher(s) will help evidence natural support.
- ✓ Peer evaluations of student work should reflect how he or she thinks the student with disabilities feels about his or her performance, not how the peer feels. This fosters a more collaborative (“natural”) effort instead of the peer as an overseer (“tutor”).
- ✓ Adaptations/modifications/assistive technology should not be differentiated for scoring purposes but their distinctions are essential for the provision of instruction.

Natural supports and generalization are not mutually exclusive concepts. Good educational programming takes advantage of natural supports, which, in turn, enhances the generalization of basic skills (e.g., greeting, communication exchanges) and reduces the need for specialized supports and services.

Self-Determination: skills to increase choice, self-direction and self-evaluation behaviors.

Self-Determination	The entry shows little or no evidence of choice making or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
---------------------------	---	---	---	--

Definition of Terms

Choice Making – the student has **the opportunity** to select and/or plan activities, and/or monitor, plan, and evaluate his or her performance within and among activities. Valid choice-making opportunities give the student control over his or her environment and facilitate ownership of learning.

Planning – the student makes decisions regarding the strategies to complete the task. Planning must be done by the student, with or without support, and should relate to the targeted skill/IEP goal or objective.

For example, the student:

- ✓ notes and gathers materials for community-based instruction
- ✓ collects information about specific community-based recreational activities in order to plan transportation
- ✓ surveys class members to determine refreshments for the school dance
- ✓ orders own work sequence in community or school job for the work day

Monitoring – the student maintains a record of his or her performance during an activity or of steps within the activity (what I did). Monitoring must be done by the student, with or without support, and should relate to the targeted skill/IEP goal or objective.

For example, the student:

- ✓ checks off tasks performed at work or school job
- ✓ checks off items on a personal grooming list
- ✓ checks off weekly scheduled household tasks performed at home

Evaluating – the student identifies/describes those steps in an activity that were performed well and those that need improvement (how well). Evaluation must be ongoing, not occurring only at the end of an entry. A planning, monitoring and evaluation (PME) sheet might be used by the student to evaluate his or her performance with statements such as, “I improved” or “I stayed

the same”—not statements about an activity such as, “It was fun” or “I liked it.” Another example would be evidence of how the student used a graph or data sheet to evaluate his or her performance and future areas of improvement. Evaluation must be done by the student, with or without support, and must relate to the targeted skill/IEP goal or objective.

Extending Performance – the student identifies, with or without support, what he or she needs to work on/improve. In order to extend performance, there must be evidence that the student identified how or what skill or component of the skill he or she needed to improve or the student corrected his or her own work. Evaluation must be done by the student, with or without support, and must relate to the targeted skill. Evaluation must be of performance (e.g., use my word bank)—not feelings (e.g., I liked it, It was fun).

Extending performance may be demonstrated in the following ways:

- ✓ Student identifies what he or she could do to improve performance within an activity.
- ✓ Student corrects own work sample.
- ✓ Student participates in self-evaluating progress in transition services/activities and determines what additional transitional services/activities must take place next in order to continue to work toward post-school outcome (for students in grade 8 or 11 or ages 14 or 18). The activities must be related to the selected CCCS.

Suggestions for Documenting Choice:

- ✓ Even though activities such as Art and Lunch have choices inherent within them, all choices must be documented in the evidence.
- ✓ The evidence must reflect the opportunities provided for the student to make choices, not the quality of the choices the student has made.

Suggestions for Documenting Planning/Monitoring/Evaluating:

- ✓ Student planning/monitoring/evaluating may be documented by planning, monitoring, and evaluating sheets and may also include student performance graphs. These evaluation sheets should be formatted to highlight the student’s current communication system in order for the instructional process to be meaningful for the student. See Appendix C for a sample PME sheet.
- ✓ Planning, monitoring, evaluation and extension/adjustment of performance are considered hierarchical.
- ✓ Evaluation must be on the performance of the skill, not how the student feels about the activity or task.

Suggestions for Extending Performance:

- ✓ Evidence of “using choices to extend performance” must include documentation by the student of the strategies or steps the student will use to improve the next time he/she completes the task.

Generalization: instructional environments in schools and in the community. Settings will only be used in scoring if they are directly related to the instruction, the application, or the generalization of the targeted skill being evidenced.

Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.
-----------------------	---	---	---	---

Definition of Terms

Settings – instructional environments including classrooms, resource rooms, special education class, library, cafeteria, playground, etc.

Community settings – work sites, post offices, restaurant, public transportation, sports club, store, etc. Community settings may be **within the school** for students in grades 3 & 4. The home setting is considered a community setting.

General classroom – classroom where all students with or without disabilities are being taught.

Peer – a student, with or without identified disabilities, who is within a 2-year age span of the targeted student;

- ✓ A peer at the senior high level could be 16 years old or older (e.g., an adult coworker of any age).

Third & Fourth Grade Community Settings:

- Places around the school (e.g., main office, cafeteria)
- General education classes (each content area class counts as one community setting)
- Home
- Settings outside of school (e.g., aquarium, museum)

Different areas of the student's classroom – DO NOT count as another setting.

Eighth & Eleventh Grade Community Settings:

- General education classes (ONE general education classroom may count as a community setting; any others may be counted ONLY as a different setting.)
- Home
- Settings outside of the school (e.g., worksite, mall)

Places around the school (main office, cafeteria, etc.) count as another setting(s) but NOT as a community setting.

Documentation Suggestions for Settings Dimension:

- ✓ Settings must be clearly documented; e.g., reading class could be either a special education setting or general education setting. If the designation is unclear (not documented anywhere in the entry) it will be considered a special education setting.
- ✓ Community settings that require the same sets of behavior skills will be counted as ONE (1) setting (i.e., all fast food restaurants would be counted as ONE even if the student used McDonald's, Wendy's, and Hardee's; and all grocery stores would be considered ONE setting).
- ✓ Community settings requiring different sets of behavior skills will be counted individually (e.g., "next dollar" strategy at the grocery store while peers are learning to budget, using it at the public library to buy copies for research articles that peers have found regarding a classroom social studies project, and using it to buy wholesale carnations with peers at a florist for the Student Council to sell for Valentine's Day would be scored as THREE settings).
- ✓ Community-based instruction is optional at the elementary level because the school is the student's community. At middle and high school grades, appropriate community instructional sites are determined by student need, parent suggestion, and age appropriateness.
- ✓ Community-based instruction should be linked to the identified CCCS standard.

CHAPTER FIVE

Science Entry

Developing an APA Portfolio Entry for Science

The process for developing the Science APA Portfolio Entry is essentially the same as language arts literacy and mathematics; however, the number of standards and amount of evidence differs. A science entry must include three different standards and targeted skills, with a minimum of two pieces of evidence per standard. Below is a step-by-step process for developing the Science entry. Complete the following 8-step process to develop the science entry.

Step 1: Upon reviewing the standards and the student's IEP goals and objectives, select three Science standards to be assessed from the New Jersey CCCS for Science. Each selected standard should be related to a goal and/or objective from the student's IEP.

Document each selected standard on a separate entry cover sheet. Be sure to use the **exact language** of the standard as found in the CCCS on the entry coversheets.

Step 2: Identify a Cumulative Progress Indicator (CPI) within each of the selected standards that is related to an IEP goal and/or objective. Each CPI must be selected from the list of CPI's provided for the selected standard in the CCCS. Document the selected CPI **exactly** as it appears in the source on the entry cover sheet. You should document only one CPI for each selected standard.

Step 3: Select an IEP goal/objective that relates to each selected standard and CPI. Next, clearly identify a targeted skill within the selected goal/objective to be assessed. A targeted skill is a skill that the student will be learning during the APA collection period, which is directly related to the selected standard, CPI, and IEP goal/objective. Document the IEP goal/objective and the targeted skill on the entry cover sheet.

Examples of **targeted skills** include:

Standard 5.10 (Science – Environmental Studies): All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

CPI 5.10.8B1 (Human Interactions and Impact): Compare and contrast practices that affect the use and management of natural resources.

Targeted Skill: Susan will identify issues that affect the management of a renewable natural resource, such as the reuse, reduction, and recycling of paper, four out of five opportunities.

Standard 5.8 (Science – Earth Science) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.

CPI 5.8.4D1 (How We Study the Earth): Use maps to locate and identify physical features on the Earth.

Targeted Skill: Aaron will match picture symbols of physical features, such as rivers, oceans, and mountains, to the symbols used on a map, four out of five opportunities with one verbal prompt.

Standard 5.5 (Science – Characteristics of Life) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.

CPI 5.5.12B2 (Diversity and Biological Evolution): Explain how the theory of natural selection accounts for extinction as well as an increase in the proportion of individuals with advantageous characteristics within a species.

Targeted Skill: Bill will identify three characteristics that enable humans to survive in their environment, such as the thumb for grasping, the ability to walk upright, etc., on four out of five opportunities.

Step 4: Define the criterion the student is expected to achieve within the collection period. This may come from the student's IEP or be developed by the teacher for the specific skill being assessed. Document the criterion on the entry cover sheet. Criterion should be stated quantitatively (e.g., correctly 80 percent of the time or independently four out of five trials over a five-day period). Criterion must measure level of accuracy and independence.

Examples of **criterion** include:

Susan will identify issues that affect the management of a renewable natural resource, such as the reuse, reduction, and recycling of paper, four out of five opportunities.

Aaron will match picture symbols of physical features, such as rivers, oceans, and mountains to the symbols used on a map, four out of five opportunities with one verbal prompt.

Bill will identify three characteristics that enable humans to survive in their environment, such as the thumb for grasping, ability to walk upright, etc., four of five opportunities.

Step 5: Identify instructional standards-based activities that will provide the student the opportunity to perform the targeted skills. Activities and materials must be contextually age-appropriate, regardless of the level of the targeted skill. The entry must reflect evidence of the student performing the targeted skills within a minimum of three standards-based activities, which represent the dimensions of the APA scoring rubric.

Examples of **Standards-based activities** include:

Susan will identify issues that affect the management of a renewable natural resource, such as the reuse, reduction, and recycling of paper, four out of five opportunities in the following activity: **Susan will identify ways to conserve, recycle, and reuse paper.**

Aaron will match picture symbols of physical features, such as rivers, oceans, and mountains to the symbols used on a map, four out of five opportunities with one verbal prompt in the following activity: **Aaron will identify the physical features on a map using picture symbols.**

Bill will identify three characteristics that enable humans to survive four out of five opportunities in the following activity: **Bill will match pictures of people engaged in activities to pictures of the human characteristics that allow them to conduct the activities (e.g., the opposable thumb and the ability to grasp).**

Step 6: For each standard determine the types of evidence to be collected to document/monitor the student's performance and who will provide evidence for the portfolio. Since each standard will require only a minimum of two pieces of evidence it is important that the scorer can determine progress and make a determination about connection to standards and other program features from the evidence provided. Be sure to follow the clarifications below to ensure that all evidence submitted is considered fully.

- ✓ Ensure that evidence has a grade assignment AND is dated.
- ✓ Ensure that criterion listed on the entry cover sheet matches that on a data chart.

Step 7: Assemble evidence for the entry. The science entry must address three standards, with one CPI, and one targeted skill with criterion for each standard. There must be a minimum of two pieces of evidence for each standard and targeted skill.

Step 8: Review assembled evidence across the entry to ensure that all dimensions of the APA scoring rubric are represented. Use the checklist in Appendix D to help you evaluate the assembled evidence in relation to the rubric.

Science Alternate Proficiency Assessment Scoring Guide

Science

Alternate Proficiency Assessment Scoring Rubric

	1	2	3	4
Student Progress	The entry shows that none of the measurable criterion related to the targeted skill as evidenced has been met.	The entry shows that the measurable criterion related to one of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to two of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to all three of the targeted skills has been met or exceeded.
Connection to Standards	The entry shows no evidence of instruction in any of the targeted skills within the context of age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least one age-appropriate, standards-based activity.	The entry shows evidence of instruction of the targeted skills within the context of at least two age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least three age-appropriate, standards-based activities.
Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Self-Determination	The entry shows little or no evidence of choice making or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.

Scoring Rubric Clarifications/Rationale Science

The scoring rubric presented on the previous page represents the criteria on which the Science APA portfolio entry is judged. The dimensions are almost identical to those used with the Language Arts Literacy and Mathematics entries. Again, the rubric consists of six dimensions, selected on basis of effective practice and current research in the instruction of students with significant disabilities. The science entry will be reviewed and given a rating of 1 to 4 for each dimension of the rubric.

- The **student progress** dimension is used to evaluate student progress toward achieving the targeted skills identified for each standard addressed within the entry.
- The **connection to standards** dimension is used to evaluate the extent to which the program is providing instructional activities linked to the Core Curriculum Content Standards (CCCS).
- The **social interaction** dimension measures whether the program provides opportunities for the students to interact with peers, both with and without disabilities.
- The **independence** dimension evaluates whether the supports that students are utilizing maximize independence and the degree to which the students utilize natural supports in school and/or community settings.
- The **self-determination** dimension measures whether the program offers opportunities to students to be self-directive, by making choices, planning, monitoring, and evaluating during instruction. It should be noted that this dimension evaluates the opportunities offered by the program, not the number of times the student actually does plan, monitor, and evaluate his or her progress.
- The last dimension, **generalization**, examines opportunities the program affords the student to learn skills and knowledge related to the targeted skills in a variety of settings.

The following descriptions of the rubric dimensions are offered to guide teachers in the development of standards-based activities for the portfolio that reflect the dimensions measured during the scoring process. These clarifications are derived from the key language in the scoring rubric and are evidenced in the exemplars provided.

Student Progress: the extent to which students show progress toward achieving the targeted skills.

Student Progress	The entry shows that none of the measurable criterion related to the targeted skill as evidenced has been met.	The entry shows that the measurable criterion related to one of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to two of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to all three of the targeted skills has been met or exceeded.
-------------------------	--	---	---	---

Definition of Terms

Each standard cover sheet must include a ***criterion***, or ***measurable terms***, which indicates the level of progress, for each targeted skill, the student is expected to achieve within the collection period.

- Criterion may be taken from the IEP or may be developed specifically for the activities (a minimum of 3) included in the portfolio based on the IEP's measurable objectives.
- Criterion must be stated in measurable terms (quantitative or qualitative).
- Examples include (criterion in each example is underlined):
 - ✓ Susan will identify issues that affect the management of a renewable natural resource, such as the reuse, reduction, and recycling of paper, **four out of five opportunities**.
 - ✓ Aaron will match picture symbols of physical features, such as rivers, oceans, and mountains to the symbols used on a map, **four out of five opportunities with one verbal prompt**.
 - ✓ Bill will identify three characteristics that enable humans to survive in their environment, such as the thumb for grasping, the ability to walk upright, etc., **four out of five opportunities**.

A ***targeted skill*** is the skill identified on each standard-specific cover sheet that the student will be learning within the APA collection period.

- It must be directly related to the selected standard from the CCCS and at least one of the student's IEP objectives.
- It may be an objective from the student's IEP or a skill embedded in an IEP objective that the student would be learning during the collection period.

Student progress measures whether the student has acquired the targeted skills based on the identified, measurable criterion.

- Student progress is documented by evidence gathered within the collection period, such as teacher data, graphing, and student work.
- Student progress should be documented for each targeted skill within each standards-based activity which occurs within the collection period.

Suggestions for Documenting Student Progress:

- ✓ Ensure that all student work and data charts include the dates the work was completed.
- ✓ Student work that is graded by the teacher will be used when determining the student's progress toward the criterion.
 - For example, if the criterion is **four out of five times over three days**, a data sheet should reflect three days of data with five trials provided each day. A data sheet showing only two days of data, with four trials each day, would not allow a scorer to determine if the criterion was achieved.
- ✓ Data that starts with the student performing a skill at 100% accuracy does not reflect progress.
- ✓ Progress may be demonstrated by actual examples of student work.
- ✓ Progress may also be demonstrated through a data sheet, a chart, or graph of student performance. The data should reflect the child's progress toward achieving the level of skill expected as identified in the criterion. Charts and graphs may be completed by the teacher alone or with the involvement of the student.
- ✓ Progress may be reflected by an increase in the level of skill or by a decrease in the level of prompts required for the student to perform the skill.
- ✓ Evidence selected for each standard should reflect the student's level of progress toward a unique targeted skill.
- ✓ Do not use the same targeted skill for more than one standard. Each standards-based activity should reflect a separate targeted skill.
- ✓ A student work sample or teacher/parent/employer narrative completed on a computer should include the name of the person who completed it.
- ✓ Terms such as "the student will participate ..." should not be included in targeted skills as they do not indicate what the student is expected to be able to do. Choose skills that are measurable and observable.
- ✓ Dates on evidence are necessary to document progress.
- ✓ The targeted skill should be evident by student work and/or instructional data and may be supported by peer narratives, videos, or captioned photos.

Connections to Standards: measures the number of activities within an entry that are standards-based regardless of whether the student is learning access skills or a modification of skills in the standard.

Connection to Standards	The entry shows no evidence of instruction in any of the targeted skills within the context of age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least one age-appropriate, standard-based activity.	The entry shows evidence of instruction of the targeted skills within the context of at least two age-appropriate, standard-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least three age-appropriate, standard-based activities.
--------------------------------	---	---	---	---

Definition of Terms

Standards-based activities are those learning activities occurring for all children that have outcomes connected toward achieving a standard within the **Core Curriculum Content Standards (CCCS)**. Standards-based activities provide opportunities for students to access instruction in the general education curriculum. Standards-based activities for the APA must be age appropriate. Age-appropriate activities refer to those that are appropriate for typical peers within two years of the age of the student (above or below).

The CCCS are the educational standard that all New Jersey students must be learning. The standards are the basis for the APA.

Students may be expected to learn the standards:

- 1) as written – at the same level of difficulty as their typical peers;
- 2) with accommodations at the same level of difficulty as their typical peers;
- 3) with modifications to the content of the standard – at a different level of difficulty from their typical peers;
- 4) or through *access skills* taught within the context of standards-based activities.

Students with disabilities participating in the APA are typically learning skills that represent significant modifications of the standards, or are learning access skills.

Access skills are those basic skills that are needed to access all learning (motor, social, etc.) and can be taught across all content areas and settings.

Examples of standards-based instructional activities:

Standard 5.1 of the science standards reads: All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.

Grade Level 4 Activity: Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.

As Written: As students observe fish behavior, make notes regarding the ways fish move, get food, and solve all their problems of living. As students study the behaviors associated with a fish, attempt to answer questions such as the following: Do fish drink? Do fish sleep? Do fish know their own young? Older students can map fish movements.

As Written with Accommodations: After observing fish behavior, Orlando will dictate into a tape recorder for later transcription the ways fish move, get food, and solve all their problems of living to answer the questions such as, Do fish drink? Do fish sleep? Do fish know their own young?

Modified Expectation: After observing fish feeding behaviors, Aaron will identify two behaviors.

Access Skill: John and a peer will use a switch to activate an automatic fish feeder for a classroom aquarium as students in the class observe the feeding behaviors of the fish.

Standard 5.5 of the Science standards reads: All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life

Grade Level 8 Activity: Students will create and explain a model of one of the four bodily components: cells, tissues, organs, or systems (teachers can assign groups based on ability level and complexity of project). Students will give an oral report on their project and will use a variety of resources to obtain their information. One organism should be used to show uniformity and interrelationships between the four components.

As Written: Recognize that complex multicellular organisms, including humans, are composed of and defined by interactions of the following: cells, tissues, organs, and systems by creating a PowerPoint presentation to depict how the cells, tissues, organs, and systems are interrelated.

As Written with Accommodations: After researching the four bodily components, Jonte will use a computer program to design a multimedia graphic depicting how the cells, tissues, organs, and systems are interrelated.

Modified Expectation: Susan will be able to identify parts of the body system.

Access Skill: Sean will match items by shape using pre-cut pieces to assemble a model of the organ with a picture on it to the matching shape on a poster board.

Standard 5.2 of the Science standards reads: All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.

Grade Level 12 Activity: Students will report on a major invention from the 20th-21st century using various means to collect information. Students will be able to report on how the invention has impacted society. In addition, students will create their own invention focusing on how their invention would impact or change their everyday lives.

As Written: Describe the historical origin of important scientific developments such as atomic theory, genetics, plate tectonics, etc., showing how scientific theories develop, are tested, and can be replaced or modified in light of new information and improved investigative techniques.

As Written with Accommodations: Libby will use Brailled materials and a voice output system with Internet to research a major invention of the 20th century and prepare an oral presentation.

Modified Expectation: Bill will identify five facts on how a specified invention has impacted society.

Access Skill: Benjamin will work with a peer to create their report on a major invention of the 20th and 21st century. The peer will narrow down their choice of invention to two and Ben will select the invention to research from a choice of two pictures using eye gaze.

In each case, the student was engaged in an age-appropriate, standards-based activity. In each of these situations, the student work was individualized and customized to meet the unique needs of the individual student. Standards-based activities can be linked closely to authentic real-life opportunities.

Suggestions for Documenting Connection to the Standards Dimension:

- ✓ Even though each activity within the entry may evidence a unique targeted skill, limited evidence of instruction/ performance toward the achievement of the state standards could affect the score on the assessment. *The state standards (CCCS) are the driving force behind instruction, entry evidence, and portfolio products.*
- ✓ Each targeted skill should facilitate the student's work toward the achievement of the CCCS or be a skill embedded (access skill) within the CCCS curriculum-based activities.
- ✓ Materials and activities must be age appropriate (chronological age) regardless of the skill being demonstrated. The level of skill the student is learning is not scored.
 - For example, looking up the weather forecast on weather.com to predict and chart temperature changes is age appropriate for a 4th grader, but coloring pictures of weather conditions is not.
- ✓ Materials may be considered age appropriate if students within two years of age (above or below) would typically use them.

Social Interactions: social interactions involving students with and without disabilities leading to the development of appropriate social skills.

Social Interaction	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
---------------------------	--	---	---	--

Definition of Terms

Social interaction – opportunities for interactions that facilitate/evidence positive behavior, communication, thoughtfulness, listening, sharing, common likes/dislikes, and trust.

Interactions with peers – opportunities for interactions involving students, with and without disabilities (reflecting the chronological age of the student), that leads to the development of appropriate social skills.

- ✓ Teachers may initially need to facilitate friendships with planned interactions such as Circle of Friends (Forest & Pearpoint, 1992) in order to achieve mutual friendships at a later time.
- ✓ Students who are sharing activities over time have the opportunity to experience reciprocated relationships.
- ✓ This does NOT mean a student has to have a best buddy or friend that they hang out with all the time.

Suggestions for Documenting Social Interactions Dimension:

- ✓ Evidence that a student receives instruction on targeted skills within the context of group education classes will be considered opportunities for social interactions.
- ✓ Social interactions must be evidenced within the context of working on content-related skills.
- ✓ The classroom teacher or parent volunteer is not a peer that would be considered in scoring.
- ✓ Sustained social interaction may be documented by more than one activity conducted with peers over time.

Independence: refers to performance of the targeted skill with the maximum level of independence with appropriate supports, i.e., the level of peer support, accommodations, modifications and assistive technology used.

Independence	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximizes independence. Most of this support is natural.
---------------------	---	--	--	--

Definition of Terms

Accommodations – changes in setting, lesson, format, presentation, or student response format during standards-based, instructional activities. Changes do not affect level, content, or performance criteria.

Appropriate assistive technology – can range from low technology (e.g., unaided communication systems, communication boards) to high-end technology (e.g., computers with switch interfaces, technology to assist with positioning, mobility, and recreation).

Modifications – substantial changes in what a student is expected to learn and/or demonstrate. Modifications may include changes to instructional materials or instructional delivery to meet the needs of the student.

Natural support – support provided in the context of integrated activities. Natural supports include the people, environment, and activity/materials that are naturally occurring and that allow students to be fully participating members of the general education classroom, school, and community (Jorgensen, 1992).

- For grades 3 & 4 the ‘people’ providing natural supports may be personnel in a school who interact with ALL students (not special education personnel). The ‘environment’ may not be a special education class.

Here is an example of natural support:

Sheronda is enrolled in 8th grade biology. At the beginning of the term all students are assigned a partner to complete lab assignments. Sheronda is assigned to work with Marcia. Marcia acts as Sheronda’s natural support. An instructional aide initially teaches Marcia how Sheronda can participate during a lab assignment. During the unit on reproductive systems lab partners dissect an earthworm. Sheronda’s lab partner reads aloud the steps for dissection and uses the X-acto knife to make the cuts while Sheronda checks off each step as completed and assists in locating the reproductive organs.

More examples of natural supports:

- ✓ A typical peer (naturally occurring person) helping the student conduct a Web search for Marie Curie (naturally occurring activity & materials) in the 4th-grade classroom (naturally occurring environment).
- ✓ A student receiving assistance from a co-volunteer (naturally occurring person) to separate green glass from clear glass (naturally occurring activity & materials) at the local recycling center (naturally occurring environment).
- ✓ A sibling (naturally occurring person) helping the student with his/her homework (naturally occurring activity & materials) at home (naturally occurring environment).
- ✓ A parent (naturally occurring person) helping his/her child collect an article from the local newspaper on the effects of a recent snow storm (naturally occurring materials) at home (naturally occurring environment) one evening.

Peer – a student, with or without identified disabilities, that is within a 2-year age span of the student;

- ✓ A peer at the senior high level could be 16 years old or older (e.g., an adult coworker of any age).

Peer tutoring – peer support that is teacher directed;

- ✓ The student, with or without disabilities, is assigned to assist or teach the student with disabilities and he or she does not have a learner outcome of his or her own.

Suggestions for Documenting Support Dimension:

- ✓ Natural support in the community by service personnel must include documentation of how the student was assisted.
- ✓ Inclusion of peer work samples will serve to document “students learning together.”
- ✓ Notes/comments from the regular education teacher(s) will help evidence natural support.
- ✓ Peer evaluations of student work should reflect how he or she thinks the student with disabilities feels about his or her performance, not how the peer feels. This fosters a more collaborative (“natural”) effort instead of the peer as an overseer (“tutor”).
- ✓ Adaptations/modifications/assistive technology should not be differentiated for scoring purposes but their distinctions are essential for the provision of instruction.

Natural supports and generalization are not mutually exclusive concepts. Good educational programming takes advantage of natural supports, which, in turn, enhances the generalization of basic skills (e.g., greeting, communication exchanges) and reduces the need for specialized supports and services.

Self-Determination: skills to increase choice, self-direction and self-evaluation behaviors.

Self-Determination	The entry shows little or no evidence of choice making or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
---------------------------	---	---	---	--

Definition of Terms

Choice Making – the student has **the opportunity** to select and/or plan activities, and/or monitor, plan, and evaluate his or her performance within and among activities. Valid choice-making opportunities give the student control over his or her environment and facilitate ownership of learning.

Planning – the student makes decisions regarding the strategies to complete the task. Planning must be done by the student, with or without support, and should relate to the targeted skill/IEP goal or objective.

For example, the student:

- ✓ notes and gathers materials for a lab experiment.
- ✓ collects information about specific activities for Earth Day in order to plan transportation.
- ✓ surveys class members to determine refreshments for local blood drive.
- ✓ orders own work sequence in local recycling center.

Monitoring – the student maintains a record of his or her performance during an activity or of steps within the activity (what I did). Monitoring must be done by the student, with or without support, and should relate to the targeted skill/IEP goal or objective.

For example, the student:

- ✓ checks off steps performed in an experiment.

Evaluating – the student identifies/describes those steps in an activity that were performed well and those that need improvement (how well). Evaluation must be ongoing, not occurring only at the end of an entry. A planning, monitoring, and evaluation (PME) sheet might be used by the student to evaluate his or her performance with statements such as, “I improved” or “I stayed the same”—not statements about an activity such as, “It was fun” or “I liked it.” Another example would be evidence of how the student used a graph or data sheet to evaluate his or her performance and future areas of improvement. Evaluation must be done by the student, with or without support, and must relate to the targeted skill/IEP goal or objective.

Extending Performance – the student identifies, with or without support, what he or she needs to work on/improve. In order to extend performance, there must be evidence that the student identified how or what skill or component of the skill he or she needed to improve or the student corrected his or her own work. Evaluation must be done by the student, with or without support, and must relate to the targeted skill. Evaluation must be of performance (e.g., use my word bank)—not feelings (e.g., I liked it, It was fun).

Extending performance may be demonstrated in the following ways:

- ✓ Student identifies what he or she could do to improve performance within an activity.
- ✓ Student corrects own work sample.
- ✓ Student participates in self-evaluating progress in transition services/activities and determines what additional transitional services/activities must take place next in order to continue to work toward post-school outcome (for students in grade 8 or 11 or ages 14 or 18). The activities must be related to the selected CCCS.

Suggestions for Documenting Choice:

- ✓ The evidence must reflect the opportunities provided for the student to make choices, not the quality of the choices the student has made.

Suggestions for Documenting Planning/Monitoring/Evaluating:

- ✓ Student planning/monitoring/evaluating may be documented by planning, monitoring, and evaluating sheets and may also include student performance graphs. These evaluation sheets should be formatted to highlight the student's current communication system in order for the instructional process to be meaningful for the student. See Appendix C for a sample PME sheet.
- ✓ Planning, monitoring, evaluation and extension/adjustment of performance are considered hierarchical.
- ✓ Evaluation must be on the performance of the skill, not how the student feels about the activity or task.

Suggestions for Extending Performance:

- ✓ Evidence of “using choices to extend performance” must include documentation by the student of the strategies or steps the student will use to improve the next time he/she completes the task.

Generalization: instructional environments in schools and in the community. Settings will only be used in scoring if they are directly related to the instruction, the application, or the generalization of the targeted skill being evidenced.

Generalization	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.
-----------------------	---	---	---	---

Definition of Terms

Settings – instructional environments including classrooms, science labs, special education class, library, etc.

Community settings – recycling centers, blood banks, weather station, public transportation, etc. Community settings may be **within the school**, except for the students special education classroom, for students of all grades. The home setting is considered a community setting.

General classroom – classroom where all students with or without disabilities are being taught.

Peer – a student, with or without identified disabilities, who is within a 2-year age span of the targeted student;

- ✓ A peer at the senior high level could be 16 years old or older (e.g., an adult coworker of any age).

Documentation Suggestions for Settings Dimension:

- ✓ Settings must be clearly documented; e.g. a science experiment could be either a special education setting or general education setting. If the designation is unclear (not documented anywhere in the entry) it will be considered a special education setting.
- ✓ Community settings that require the same sets of behavior skills will be counted as ONE (1) setting (i.e., collecting water sources to conduct a test for pollution would be counted as ONE even if the student went to a local pond, a water fountain, and the ocean).
- ✓ Community-based instruction should be linked to the identified CCCS standard.

CHAPTER SIX

Guidelines for the Generation of Student Work

Types of Student Evidence

The APA portfolio is a collection of student work, student data, and educational information that relates to a student's abilities in mathematics, language arts literacy, and science. Student data and work samples, also referred to as portfolio "evidence," are collected over time to represent a student's progress toward learning a targeted skill. Evidence includes student work samples, data sheets, video clips, teacher or peer narrative description, pictures, or notes. A minimum of 2 pieces of evidence is required for each of the 3 science standards addressed in the science entry and a minimum of 5 pieces of evidence is required for each of the two entries for mathematics and language arts literacy.

Observational Data

Observational data is data collected while the student is involved in "authentic" or real-world, standards-based activities where he or she can apply learned skills. For example, a student may be observed practicing money skills as he purchases food in the cafeteria or the local supermarket. Listening comprehension might be observed while a peer is reading to the student in the library.

Data sheets must be dated and reflect the number of trials the student is expected to achieve with correct production reflected in the criterion listed on the entry cover sheet. If level of accuracy and support are included in the targeted skill or the criterion, both should be reflected on the data sheet. Data sheets should include dates and a description of the task the child was expected to perform as well as a description of any key used to document performance. Examples of data sheets are included in Appendix C.

Student Work Samples

Student work samples reflect "authentic" activities. Including work samples generated by the student, or a performance task, (i.e., a student demonstrates knowledge and skills by creating a product or a response [Office of Technology Assessment of the U.S. Congress, 1992]) in the portfolio is an excellent way to demonstrate the student's progress toward achieving the targeted skill. It is crucial that each work sample include a description of the task and that it be graded by the teacher against the criterion indicated on the entry cover sheet.

Video and Audio Tapes

A video or audiotape may be used as evidence when it shows the student actually performing the targeted skill. For example, a student may be assessed on his or her ability to indicate choices. One of the activities where data is collected involves choosing books to be read aloud through the use of a switch. A video that shows the student in the library using the switch to choose a book may be submitted as evidence. An accompanying description must identify the target skill and a summary of how the student is demonstrating that skill, along with a written script of the dialogue. If a targeted skill is demonstrated through video, this format should be continued throughout the year, to show progress. Other sources of evidence can also be submitted on the same targeted skill.

Photographs

Photographs may be used as evidence when they document the actual performance of the targeted skill. They may be used to document social interaction (e.g., showing the student performing a task related to the skill with peers), self-determination (e.g., showing the options the student had for making choices), independence (e.g., showing types of supports), and/or generalization (e.g., showing the student in a community setting). Single photographs cannot demonstrate student progress. They may be used to support a data sheet or work sample that can be used for student progress. A single photograph or a sequence of photographs may be included. Photographs must be accompanied by a description of what is happening, the date the photo was taken, a listing of who is in the photo, and any other information regarding the dimensions the photograph is intended to document. The label in Appendix C may be used to appropriately describe a photograph.

Letters/Notes

Letters from employers and notes from peers or parents that describe how the student participated in the activity or demonstrated the skill can provide valuable contextual information for the portfolio. Letters should be dated and authorship noted.

Narrative descriptions

The teacher or member of the educational team may include a written document of observations of the student performing the task and describe the nature of the student's involvement.

Using Video and Audio Tapes

When preparing to collect videotaped documentation, please consider the following guidelines:

1. Taping should be specific and brief, with possible pretest and post-test segments that are well marked and briefly scripted. (A form for scripting videotape can be found in Appendix C).
2. Videotapes should be 1-1/2 inch VHS tapes.
3. All tapes must be physically secured to the portfolio (e.g., a plastic sleeve) and should be labeled with appropriate identifying information.
4. A permission to videotape must be signed in advance by the parent or guardian. A sample permission form can be found in Chapter 7. If a student's peers are shown in the tape, receive permission for them as well.
5. Gather suggestions from all significant parties—student, family, teachers, related service personnel, or human service agencies—when planning the goals and content of the videotape.
6. Make sure the environment is properly arranged, and all materials are gathered and in place before taping begins, so the flow of the activity is continuous.

7. Ask someone else to operate the camera while you work with the student. Make sure this person is acquainted with the operation of the video equipment, and that the equipment is in good working order (e.g., batteries are charged, etc.) before taping begins.
8. The novelty of taping might disrupt the routine, or distract the attention of the student, resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. It might also help if videotaping was done regularly so that the student did not find it novel.
9. Let businesses and other community sites know why you are taping, and obtain permission from someone in authority at the site before you visit.

Strategies for Collecting Videotape

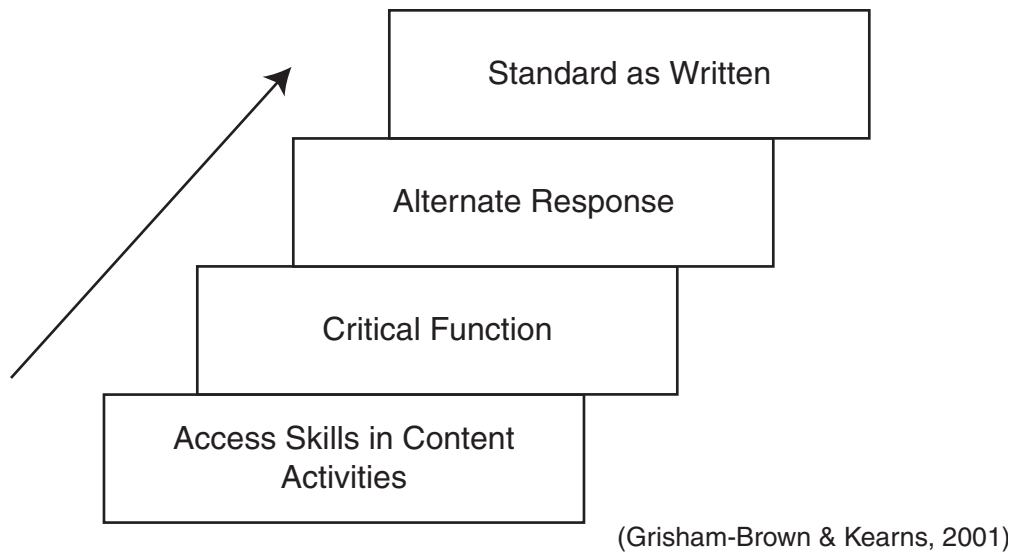
1. The “Videotape Evaluation Script” in Appendix C should be used to plan and develop the profile. It should then be kept with the tape, to act as a record of the contents.
2. For ease in use, activities should be presented in a consistent order from tape to tape. This may require some editing after the taping is completed. Basic editing can be done simply, using two VCRs. If editing is not possible, plan ahead so that there are enough days available to tape the skills in order, and within natural routines.
3. Protect the student’s privacy. **Do not** videotape personal care routines such as bathing or dressing routines.
4. The total time of the profile is important. If the tape is too long, others may be less likely to use it. Don’t include any nonessential material such as set-up or overly repetitive actions. Keep the video segment to three minutes or less.
5. The content of the video should be vignettes of the student doing activities, not segments of professionals or parents talking about the student. Commentary may be made in writing. All aspects of activities should be demonstrated by the student, rather than shown by a caregiver.
6. It may be helpful for the caregiver to make comments or explanations about the activities, strategies, and behaviors illustrated on the tape as they are being shown. However, this should not be done while working with the student during the actual taping if it would distract, upset, or undermine respect for the student, disrupt the routine, or in any way alter the student’s performance of the activity. Any explanation that is a natural part of the activity may be done while taping. Otherwise, comments should be made as voice-overs during editing, after the taping is completed.

Articulating Core Curriculum Content Standards (CCCS) Within the IEP

There are essentially four ways in which students may access the New Jersey state standards:

1. As written at the grade level of their typical same-age peers.
2. As written at the grade level of their typical same-age peers, but with accommodations (i.e., a different or alternate response format).
3. Modification of the level of difficulty of the standard or “critical function” that accomplishes the same purpose or outcome.
4. Through social and/or motor access skills embedded into standards-based activities.

The ways in which students can participate in the general curriculum and the standards are shown as a continuum in the figure below. Students participating in the alternate assessment may be working on access skills such as social, communication, and motor skills embedded into content activities.



Accessing General Curriculum Standards

The best portfolio work comes from merging instructional and assessment processes. Portfolio worthy work comes directly from rich, engaging instructional activities. Assessment comes from considering the following questions:

- **What rich, engaging instructional activities get to the heart of the standards and are appropriately customized for the student?**

For example: middle-school-age students in mathematics are investigating “Flight of Gliders.” The students build and “test” different types of paper glider designs. Jeremy and Anna are students with significant disabilities. Both students can access the Mathematics Standard 4.5 that states, “All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding and power.”

Jeremy is working on predicting an outcome, measurement concepts and measurement tools. Jeremy uses a tape measure to indicate the distance traveled and writes the numbers on a chart (appropriate alternate performance indicator in the content area).

Similarly, Anna uses a big button switch to start a time clock to record the length of time the paper airplane stayed in the air. Anna also chooses which airplane to test (access skill embedded in a standards-based activity).

- **What products and documentation from this instruction will be sufficient to indicate the student’s strengths, abilities, and skills with regard to the standard(s)?**

Using the example above, portfolio products for Jeremy could include the measurement-recording sheet. The teacher would include instructional data for Jeremy indicating the percentage of correct responses on the use of counting the number of steps to measure, and Jeremy could dictate a brief paragraph telling the reader which airplane traveled the farthest distance. The entry also includes notes from peers in Jeremy’s group indicating how he participated in the group.

Anna’s portfolio entry includes teacher instructional data on the use of her big-button switch and her choice of airplanes. Videotape could show her using the big-button switch in this activity. Photographs of the switch and time clock mechanism, the other students’ data recording of the time, and a peer note about her participation in the activity.

- **How can the student monitor and evaluate his or her own work?**

Jeremy monitors his correct use measurement on a worksheet and dictates a paragraph telling the reader what he learned from doing the experiment.

Anna uses a bingo stamp to indicate “good work” or “need to work harder” for her use of the big-button switch during the activity.

- **How can the student extend his or her own performance?**

Jeremy reviews his written work and makes the necessary corrections.

Anna identifies from two choices how she will improve her use of the switch the next time she conducts an experiment (“activate the clock” or “stop the clock”).

- **How independent has the student become either on the standards or on their specialized objectives as a result of this work?**

Teacher data indicating the level of independence on the individual skills, peer notes, and student evaluation worksheets indicate the extent to which the student has become more independent. Using a sample from each of these forms of evidence clarifies for the reviewer the student’s level of independence.

In each of these examples, all of the pieces support each other by indicating what the student knows and can do. This support is termed “triangulation.” **Triangulation of portfolio evidence occurs when multiple data sources collectively indicate a true picture of the student’s performance.**

In light of this, the following guidelines should be considered:

- All teachers should keep a “working” portfolio of the student’s “best” work.
- Single pieces of evidence such as ditto sheets, workbook pages and teacher-made tests do not by themselves provide adequate demonstration of the standard.
- Students should begin to monitor and evaluate their own work as appropriate.
- Students should practice and apply skills in a variety of settings and situations to enhance generalization.
- Positive terms should be used to describe the student’s strengths and abilities.
- Respect for the student’s privacy should always be considered. Photographs and videotape of toileting, bathing, and feeding routines should not be included.
- At no time should student work be fabricated in any way. This includes work samples, performance data, staged photographs or videotape or the use of assistive technology that does not occur as regular instruction.
- Adding or subtracting portfolio evidence or entries after the completion deadline is prohibited.

CHAPTER SEVEN

Parent Information

Note to educator: You may copy this chapter to include with the Parent Information letter that is sent to parents/guardians of APA students.

Questions and Answers for Parents and Educators About the New Jersey Alternate Proficiency Assessment

During the 2004–2005 school year, the New Jersey Department of Education will administer the Alternate Proficiency Assessment (APA). The participation of all students in the state assessment program is important to ensure that all students are provided an opportunity to learn the skills identified as being most critical for New Jersey students found in the New Jersey Core Curriculum Content Standards (CCCS). The CCCS define what students in New Jersey should be learning and form the basis for the general education curriculum in all local school districts.

The Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) and the No Child Left Behind (NCLB) legislation require that all students with disabilities be included in state assessment programs. States must develop alternate assessments for the small number of students who require a different type of assessment. The vast majority of students with disabilities in New Jersey participate in general state assessments. The APA is a state assessment that will measure the educational progress of those students with disabilities who require an alternate assessment to demonstrate what they know and can do.

The purpose of this document is to answer some common questions about the APA.

1) What is the purpose of the state assessment system?

New Jersey's state assessment program is designed to measure how well each student is progressing toward learning the CCCS. The state assessment program is also used as a way to measure local districts and local schools to ensure that they are adequately educating their students. The state assessment program includes the New Jersey Assessment of Skills and Knowledge in grades three and four (NJ ASK3, NJ ASK4), the Grade Eight Proficiency Assessment (GEPA), the High School Proficiency Assessment (HSPA) administered in grade 11, the Special Review Assessment (SRA) administered in grade 12 to students who have difficulty passing the HSPA, and the Alternate Proficiency Assessment (APA). The APA, the newest addition to the state assessment program, is the alternate assessment developed in accordance with IDEA '97 and NCLB.

2) Why are all students with disabilities required to participate in the state assessment program?

State assessment results are used to determine if schools and local districts are meeting state and federal requirements for educating New Jersey students. Teachers, schools, and districts also use the results to make decisions about how students will be taught the CCCS. It is important that students with disabilities be included in the state assessment program so that educational decisions can be made based on the needs of all students. Assessing all students will encourage schools to direct instructional attention and resources to the needs of all students. The goal in holding schools accountable for every student's performance is to increase the achievement of all students, including those with disabilities. The information collected may also help each Individualized Education Program (IEP) team identify strengths and educational needs.

3) Which students will participate in the APA?

In New Jersey, a student with disabilities must now participate in the APA in language arts literacy, mathematics, and/or science if the IEP team has determined that the student is unable to participate in the general state assessment for his or her grade or age because the student has not been instructed in any of the knowledge and skills tested and cannot do the types of items on the assessment in the content area [N.J.A.C. 6A: 14-4.11(a) 2]. The general assessments include the NJ ASK3, NJ ASK4, GEPA, and HSPA discussed above. In addition, students in grade 12 who did not participate in the HSPA or the APA in grade 11, and cannot participate in the HSPA according to the criteria in question 5, must participate in the APA.

For the 2004–2005 school year, students with disabilities in grades 3, 4, 8, and 11 or, if ungraded, those who will turn 9, 10, 14, or 18 between July 1, 2004, and June 30, 2005, and who will not take the general assessment in language arts literacy, mathematics, and/or science will take the APA as per their IEPs.

4) Who determines how a student with disabilities will participate in the state assessment program?

Each student's IEP team decides how he or she will participate in the state assessment program. Students with disabilities will either participate in the general assessment or the APA in the grades assessed or at the equivalent ages listed in question 3.

5) How does the IEP team determine if a student should participate in the general assessment or the APA?

The student's IEP team, which includes the parent, should become familiar with the knowledge and skills assessed through general state assessments as well as the types of questions on the assessment. The Directories of Test Specifications and sample forms of the NJ ASK3, NJ ASK4, (formerly ESPA) GEPA, and HSPA are available for review by educators and parents. The New Jersey Department of Education web site listed in Appendix E contains information on how to obtain these resources. In addition, the IEP team members should be familiar with the list of accommodations and modifications approved for use during the general New Jersey state assessments. Based on this information, and information about the student's learning, the IEP team will determine if the student can participate in the general assessment for his grade, with or without accommodations. If the student cannot participate in the general assessment in language arts literacy, mathematics, and/or science, the student will participate in the APA for that/those content areas.

The IEP team can also review the sample IEP form on the department's Web site for assistance with the decision-making process and suggestions for documenting decisions on the IEP.

6) How will the APA assess student progress?

The APA is a portfolio that includes a collection of student work, student data, and educational information that relate to a student's progress on the NJ content standards. Each portfolio will reflect the student's knowledge and skills in several content areas, and progress measured against specified criteria.

7) Who will administer the APA?

The APA will be administered by the student's teacher(s), with input from other specialists and from parents. The input of a variety of educators will be needed (depending on the nature of the student's disabilities) to assure that the student's accomplishments are accurately recorded. Input from parents and others are needed to help determine how well students are able to generalize what they learn in school to home and the community.

8) What will happen to the APA portfolios when they are completed?

Each APA portfolio will be sent to the New Jersey Department of Education's contractor for the assessment, and maintained in a secure place. The portfolios are reviewed and scored in the spring of the school year. Confidentiality of all portfolios is maintained throughout the process. Following the scoring and reporting process, each portfolio is returned to the student's school.

9) How was the APA developed?

Developing the APA statewide alternate assessment component included:

- developing ways of measuring the CCCS (such as surveys, observations, performance assessments, portfolios) for students who can show what they have learned through activities rather than traditional types of tests, and
- creating materials and procedures to prepare general and special educators, parents, and other stakeholders to use and understand the APA.

10) Who developed the APA?

The New Jersey Department of Education developed the APA, with the assistance of the APA advisory committee that includes representatives from various groups who are knowledgeable about educating students with significant disabilities and who have an interest in the alternate assessment. A contractor group worked with the department and the APA advisory committee.

11) What opportunities do parents have to learn more about the APA and how will they get this information?

Information about the APA and the statewide assessment program in general, including an educators' manual, a family brochure, and a list of allowable accommodations for the general assessments, is available on the New Jersey Department of Education Web site. The student's school may also be contacted for more information.

12) How will teachers and administrators be prepared to implement the APA?

Materials have been prepared for administrators and teachers to explain the APA and how it will be helpful to students. Both general and special education teachers receive this information. Training on how to select, administer, and score the APA portfolio appropriately is provided throughout the state. In addition, teachers and administrators may access the New Jersey Department of Education Web site for additional materials regarding state assessments.

13) How should students be prepared for the APA?

One step that can be taken is to provide students with disabilities access to the same resources and opportunities for learning that are afforded to students without disabilities, utilizing appropriate supports and modifications. Including students in classroom activities that specifically address the CCCS is crucial if they are to develop the required skills to learn these challenging standards and be prepared for the APA. The IEP teams should work diligently to provide all students with an effective means of communication, using technology when appropriate.

A starting point for preparation will be to obtain copies of the CCCS and to consider how standards can be used as the basis for instruction for each student. IEP goals and objectives must be related to the CCCS. By starting as soon as possible, the goal of instructing each student in the standards can be achieved.

14) How will the alternate assessment results be reported and used?

Each student's APA results will be reported to school districts, parents, and the student's teachers. Individual student results will be reported for use in educational planning purposes.

Summary results will be provided on school, district, and state reports to educators and the public. School and district accountability reports will include summary data about the performance of all students, including students with disabilities.

15) Will students with disabilities who take the APA have to pass it in order to receive a diploma?

No. The APA is not a graduation test. The IEP team determines whether a student must meet state and local graduation requirements. Passing the APA is not a graduation requirement.

16) How can I get more information about the development of the APA?

More information about the APA is available from NJDOE. In addition, more information can be found on the department's and the contractor's Web pages. The contact information is given below:

New Jersey Department of Education

Elizabeth Celentano
Office of Evaluation and Assessment
New Jersey Department of Education
(609) 984-0107
Elizabeth.Celentano@doe.state.nj.us

Peggy McDonald
Office of Special Education
New Jersey Department of Education
(609) 633-6956
peggy.mcdonald@doe.state.nj.us

New Jersey Department of Education Web site: <http://www.state.nj.us/education>

ILSSA

Mariel Zeller
ILSSA – IHDI
University of Kentucky
1 Quality Street, Suite 722
Lexington, KY 40507
mzeller@uky.edu

Lou-Ann Land
ILSSA – IHDI
University of Kentucky
1 Quality Street, Suite 722
Lexington, KY 40507
lland@uky.edu

Jaci Norman
ILSSA – IHDI
University of Kentucky
1 Quality Street, Suite 722
Lexington, KY 40507
jmnorm2@uky.edu

Pearson Educational Measurement (PEM)

Molly Rausch
2510 N. Dodge Street
Mail Stop 160
Iowa City, IA 52245
(800) 627-7990, press 831, option 3
njcustsvc@pearson.com

<http://pem.ncspearson.com/nj/apa>

Sample Parent Information Letter

Dear (Parent's Name) :

This school year the New Jersey Department of Education is offering an alternate state assessment. The **Alternate Proficiency Assessment (APA)** is being given during the 2004–2005 school year for those students with disabilities who, due to the nature and severity of their disabilities, have not participated in general state assessments. The majority of students with disabilities participate in the general assessments, which include the New Jersey Assessment of Skills and Knowledge in grades three and four (NJ ASK3, NJ ASK4), the Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA), given in grade 11. Many of these students have accommodations and/or modifications during testing. The APA will measure the progress of those students with disabilities who require an alternate assessment.

The APA is a portfolio assessment. Teachers and other professional staff, with input from you, will choose examples of your child's work that best show his or her progress toward learning the Core Curriculum Content Standards (CCCS) as they relate to the goals and objectives in the individualized education program (IEP). These work samples will be collected in a binder and sent to the contractor for scoring. You will receive information about how your child performed on the APA next fall.

Your child's current IEP states that (he/she) will take the APA (language arts, mathematics, and/or science) rather than the traditional state assessment given in his/her grade or at his/her age.

Attached is a document containing questions and answers about the APA. Please review it carefully and contact me if you have additional questions.

Sincerely,

(Name)

(Position)

(Phone number)

Attachment

Permission to Videotape or Photograph

I give my permission for _____ to take photographs, videotape or audiotape of my son/daughter, _____. I understand that this will be included in my son's/daughter's NJ Alternate Proficiency Assessment portfolio and will be used for educational purposes only. Any reproduction of my son's/daughter's Alternate Proficiency Assessment portfolio for state scoring training will require that all identifying information be removed.

_____ Parent/Guardian

_____ Date

Permiso para tomar fotos o video

Yo doy mi permiso a _____ para que tome fotografías, haga un video o una cinta auditiva de mi hijo/a, _____. Yo comprendo que éstos serán incluidos en el Portafolio de Asesoramiento Alternivo de Habilidades de mi hijo/a y que será usado solamente para motivos educacionales.

Cualquier tipo de reproducción del Portafolio de Asesoramiento Alternivo de Habilidades de mi hijo/a con fines de adiestramiento al personal calificativo requerirá la eliminación de todo tipo de información que lo identifique.

_____ *Padre/Madre/Guardian*

_____ *Fecha*

APPENDIX A

Telephone Numbers and E-mail Addresses

Telephone Numbers and E-mail Addresses

NJ Department of Education

Elizabeth Celentano
Office of Evaluation and Assessment
elizabeth.celentano@doe.state.nj.us
(609) 984-0107

Peggy McDonald
Office of Special Education
peggy.mcdonald@doe.state.nj.us
(609) 633-6956

Pearson Educational Measurement (PEM)

Molly Rausch
njcustsvc@pearson.com
(800) 627-7990, press 831, option 3

Inclusive Large Scale Standards and Assessments (ILSSA)

Mariel Zeller
mzeller@uky.edu

Lou-Ann Land
lland@uky.edu

Jaci Norman
jmnorm2@uky.edu

NJ APA Website Addresses

NJ Department of Education
<http://www.state.nj.us/education>

Pearson Educational Measurement (PEM)
<http://pem.ncspearson.com/nj/apa>

There are links among these Web sites that provide updated information about the APA, training opportunities, and information about issues that arise over the school year.

APPENDIX B

Teacher Planning Tools

The following tools may be used to assist in developing standards-based activities that will be conducted to instruct the student in the targeted skill and collect data for the APA portfolio.

Targeted Skill:

Standards-Based Activity:

Settings: _____

Check (✓) all that apply.

- ☐ The activity is age-appropriate.
- ☐ The activity provides opportunities for social interaction
 - ☐ with peers with disabilities.
 - ☐ with peers without disabilities.
 - ☐ with adults other than primary educator.
- ☐ The student will have opportunities for choice-making.
- ☐ The student will have opportunities for self-evaluation.
- ☐ The student will have opportunities to identify how to improve performance.

Supports that will be provided to student: _____

New Jersey Alternate Proficiency Assessment Entry Planning Tool

Student Name: _____ Entry (circle one): SCIENCE LAL 1 LAL 2 MATH 1 MATH 2

For Science Only: T.S. 1 T.S. 2 T.S. 3

Standard: _____

CPI: _____

IEP Goal/Objective: _____

Targeted Skill: _____

Measurable Criterion: _____

Standards-based Activities	Types of Evidence	Supports	Settings	Social Interactions for Self-Determination

*Note: This entry tool does not reference all scoring dimensions. You may want to expand this tool in order to reference all dimensions.

APPENDIX C

Frequently Used Forms

Directions for Completing Entry Cover Sheet

1. Duplicate the cover sheets—two each for the language arts literacy and mathematics entries and three for the science entry for a total of seven cover sheets.
2. Check the box for the appropriate entry descriptor (LAL 1, LAL 2, MATH 1, MATH 2, SCI 1). If assessing science, also check the appropriate box for the science activity (1, 2, or 3).
3. Identify the standard assessed in the box labeled New Jersey CCCS.
4. Complete:
 - a. Cumulative Progress Indicator
 - b. IEP goal/objective
 - c. Targeted skill
 - d. Measurable criteria

Entry Cover Sheet

Collection Period: October 25, 2004, to March 4, 2005

Student Name: _____ Grade: _____ or Age: _____
(use age only if student is ungraded)

Entry (check one): LAL 1 ☐ LAL 2 ☐ MATH 1 ☐ MATH 2 ☐ SCIENCE 1 ☐

For Science Entry Only (check one): SCI 1 ☐ SCI 2 ☐ SCI 3 ☐

Select 1 standard and 1 related Cumulative Progress Indicator (CPI) from the New Jersey Core Curriculum Content Standards (2002). Be sure the standard and CPI are listed below accurately.

NEW JERSEY CCCS:

Cumulative Progress Indicator: _____

IEP Goal/Objective: _____

Targeted Skill: _____

Measurable Criteria (expressed as % of ratio, e.g., 20% or 4/5 trials): _____

Duplicate as necessary

Videotape Evaluation Script

Student: _____ Date: _____

Teacher: _____

Label the videotape with the above information. Keep a copy of this script with the tape.

Segment Number	Segment Length	People Involved	Activity

Evidence Labels

Evidence Labels

The following page includes copies of a label that may be used to document some of the dimensions of the rubric for a piece of evidence. The label is not considered a piece of evidence alone. The label must accurately document what occurred at the time of the activity represented in the accompanying evidence.

Complete as follows:

Student Name: List the name of the student whose evidence you are describing.

Date: List the date that reflects the evidence submitted.

Standard: List the specific CCCS supported by the evidence.

Evidence Page: List the page number of the evidence the label is describing.

Description of Activity: Describe the nature of the instructional activity and how the student participated.

Setting: List where the activity occurred.

Supports: List the types of materials, accommodations, adaptations, and assistive technology that the **student** utilized during the activity.

Social Interaction: Describe who was involved in the activity and the nature of the student's interaction with peers. Be sure to specify whether or not peers were nondisabled or students with disabilities.

Evidence Labels

New Jersey Alternate Proficiency Assessment—Evidence Documentation

Student's Name: _____ **Date:** _____

Standard #: _____ **Page #:** _____

Description of Activity: _____

Setting: _____

Supports: _____

Description of Social Interaction: _____

New Jersey Alternate Proficiency Assessment—Evidence Documentation

Student's Name: _____ **Date:** _____

Standard #: _____ **Page #:** _____

Description of Activity: _____

Setting: _____

Supports: _____



Description of Social Interaction: _____

Sample Planning, Monitoring, and Evaluating Sheet

Sample Planning, Monitoring, and Evaluating (PME) Sheet

The following sample may be used as one way to document opportunities for self-determination in an APA entry. The sample must be individualized to include words and pictures that represent the choices the student will be making. A graph, rather than a data chart, may be included to allow the student to graph his or her performance over two or more days. The following points may be considered when using PME sheets in an entry:

- A PME form may be completed with assistance (e.g., teacher or peer).
- A PME form may be completed in a variety of settings (e.g., special education classroom, general education classroom).
- A student can complete the PME sheet through dictation, writing, using a stamp, using a switch, using an augmentative communication device, or any form of communication.
- PME sheets can be used throughout the day to provide an opportunity for a student to identify what he/she will be working on and reflecting on performance.
- Students should be given multiple opportunities for using PME sheets.
- Student choices should be age-appropriate.

Name: Date: Targeted Skill:			
I need to practice 			
I will practice			
Targeted Skill:		Accuracy	Level of Prompt
Criterion:			
Materials or Activity:			
Code: (+) = Correct (-) = Incorrect (I) = Independent (V) = Verbal Prompt (M) = Model Prompt (P) = Physical Prompt			
I met my goal	Yes	No	
Next time I will work on 			

Sample Data Collection Forms

Sample Data Sheets

The following samples can be used or adapted for an APA entry. Data sheets are often used to document performance and show progress over time. The following points should be considered when using data sheets for entry evidence:

- Include the data sheets used during instruction, if possible. Also, include supplementary information that reflect each dimension of the rubric evidenced on the data sheet.
- Be sure to include a key for symbols used for documentation on the data sheet.
- Include data sheets that document performance of the targeted skill.
- Use the data sheet to reflect both level of accuracy and independence. Use the terminology relevant to the student in the key.

Data sheet can include data points across the collection period or a sample of data which would be supported by other evidence showing progress over the collection period* (e.g., a graph, a second data sheet, work samples). Examples include:

- a sample data sheet reflecting data points across the collection period to show progress
- a sample data sheet reflecting a time frame during the collection period supplemented by a graph or other evidence that shows progress across the collection period

*Note: Four months minimum must be reflected during the collection period for LAL and Math only.

Sample Data Collection Forms

Data Sheet

Student Responses:									
Sessions:									
Targeted Skill: Measurable Criteria: (Accuracy & level of prompt)									
Performance Summary: (Progress)									
Generalization Code: (Settings)									
Social Interaction Code:									
Independence: (Supports)									
Activities:									
Prompts Levels Key: N – no response P – physical prompt M – model V – verbal I – independent	Generalization (Settings) Code: SC – special education classroom GE – general education classroom CM – community H – home O – other _____	Social Interactions Code: DP – peer with disabilities NP – peer without disabilities C – community member	Independence (Supports) Code: AT – technology (AT/communication system/etc.) CAD – curricular adaptations PASA – personal assistance adult (spec ed staff) PADP – personal assistance peer (disabled) PAGA – personal assistance adult (gen ed staff) PANP – personal assistance peer (non-disabled) SS – sensory supports (auditory/visual/tactile)						

Student Name: _____

Targeted Skill:	Student Responses:									
	Sessions:									
Measurable Criteria: (Accuracy & level of prompt)										
Performance Summary: (Progress)										
Generalization Code: (Settings)										
Social Interaction Code:										
Independence: (Supports)										
Activities:										
Progress Codes: Accuracy: + correct – incorrect Prompt Levels: 1 no response 2 physical prompt 3 gestural/model 4 verbal 5 independent	Generalization (Settings) Code: SC – special education classroom GE – general education classroom CM – community H – home O – other _____									
	Social Interactions Code: DP – peer with disabilities NP – peer without disabilities C – community member									
	Independence (Supports) Code: AT – technology (AT/communication system/etc.) CAD – curricular adaptations PASA – personal assistance adult (spec ed staff) PADP – personal assistance peer (disabled) PAGA – personal assistance adult (gen ed staff) PANP – personal assistance peer (non-disabled) SS – sensory supports (auditory/visual/tactile)									

Data Sheet

Student Name: _____

Measurable Criteria: _____
(accuracy and level of prompt)

Targeted Skill: _____

Task Analysis ↓	Sessions ↓									
1										
2										
3										
4										
5										
Performance Summary: (Progress)										
Independence (Supports) →										
Activities: →										
Generalization (Settings) Code: →										
Social Interaction Code: →										
Prompts Levels Key: N – no response P – physical prompt M – model V – verbal I – independent	Generalization (Settings) Code: SC – special education classroom GE – general education classroom CM – community H – home O – other _____					Social Interactions Code: DP – peer with disabilities NP – peer without disabilities C – community member			Independence (Supports) Code: AT – technology (AT/communication system/etc.) CAD – curricular adaptations PASA – personal assistance adult (special staff) PADP – personal assistance peer (disabled) PAGA – personal assistance adult (general staff) PANP – personal assistance peer (non-disabled) SS – sensory supports (auditory/visual/tactile)	

Data Sheet

Student Name: _____

Measurable Criteria: _____
(accuracy and level of prompt)

Targeted Skill: _____

Task Analysis ↓		Sessions ↓										
1												
2												
3												
4												
5												
Performance Summary: (Progress)												
Independence (Supports) →												
Activities: →												
Generalization (Settings) Code: →												
Social Interaction Code: →												
Progress Codes: Accuracy: Prompt Levels: + correct 1 no response – incorrect 2 physical prompt 3 gestural/model 4 verbal 5 independent		Generalization (Settings) Code: SC – special education classroom GE – general education classroom CM – community H – home O – other _____		Social Interactions Code: DP – peer with disabilities NP – peer without disabilities C – community member			Independence (Supports) Code: AT – technology (AT/communication system/etc.) CAD – curricular adaptations PASA – personal assistance adult (spec ed staff) PADP – personal assistance peer (disabled) PAGA – personal assistance adult (gen ed staff) PANP – personal assistance peer (non-disabled) SS – sensory supports (auditory/visual/tactile)					

Data Sheet

Student Name: _____

Measurable Criteria: _____
(accuracy and level of prompt)

[illegible]

APPENDIX D

Portfolio Checklist

APA Portfolio Organization Checklist

Check (✓) the components found in the portfolio.

- ☐ **Table of Contents**
- ☐ **Language Arts Literacy Entry (#1) Cover Sheet**
 - ☐ Identifies the appropriate LAL New Jersey CCCS
 - ☐ A minimum of 5 pieces of evidence should span collection period from Oct. 25, 2004, to March 4, 2005
- ☐ **Language Arts Literacy Entry (#2) Cover Sheet**
 - ☐ Identifies a second and different LAL New Jersey CCCS
 - ☐ A minimum of 5 pieces of evidence should span collection period from Oct. 25, 2004, to March 4, 2005
- ☐ **Mathematics Entry (#1) Cover Sheet**
 - ☐ Identifies the appropriate Math New Jersey CCCS
 - ☐ A minimum of 5 pieces of evidence should span collection period from Oct. 25, 2004, to March 4, 2005
- ☐ **Mathematics Entry (#2) Cover Sheet**
 - ☐ Identifies a second and different Math New Jersey CCCS
 - ☐ A minimum of 5 pieces of evidence should span collection period from Oct. 25, 2004, to March 4, 2005
- ☐ **Science Entry (#1)**
 - ☐ **Cover Sheet #1**
 - ☐ Identifies the appropriate Science New Jersey CCCS
 - ☐ A minimum of 2 pieces of evidence from the collection period of Oct. 25, 2004, to March 4, 2005
 - ☐ **Cover Sheet #2**
 - ☐ Identifies a second and different Science New Jersey CCCS.
 - ☐ A minimum of 2 pieces of evidence from the collection period of Oct. 25, 2004, to March 4, 2005
 - ☐ **Cover Sheet #3**
 - ☐ Identifies a third and different Science New Jersey CCCS
 - ☐ A minimum of 2 pieces of evidence from the collection period of Oct. 25, 2004, to March 4, 2005

APA Portfolio Review Checklist

Table of Contents							
Do the page numbers line up with the evidence in the entry? <input type="checkbox"/> Yes <input type="checkbox"/> No							
Entry Cover Sheets	Put a ✓ in box for each entry if found.						
	LAL-1	LAL-2	MATH-1	MATH-2	SCI 1	SCI 2	SCI 3
Is the entry cover sheet complete?							
Is the entry cover sheet legible?							
Is the CCCS listed verbatim from the manual?							
Is/are the cumulative progress indicator(s) (CPIs) listed verbatim from the manual?							
Is the IEP goal/objective listed?							
Is the targeted skill and measurable criteria listed?							
Does the CPI relate to the IEP objective and targeted skill?							
Evidence							
Is there a minimum of five pieces of evidence for language arts literacy and mathematics?							
Is there a minimum of two pieces of evidence for each science standard?							
Is all the evidence dated? Is the name included?							
If a code was used on the evidence, is there a key to interpretation?							
Is all evidence chronologically age-appropriate?							
Are supports documented within the evidence?							
Are the authors of the written notes documented?							

Use the following pages to review each of the language arts literacy and mathematics entries you will include in the portfolio to assist you in successfully documenting all of the six dimensions of the rubric.

Student Progress (Is the student making progress on targeted skills?)	The entry shows no clear progress toward the measurable criterion related to the targeted skill is evidenced.	The entry shows some progress toward the measurable criterion related to the targeted skill is evidenced.	The entry shows considerable progress toward the measurable criterion related to the targeted skill is evidenced.	The entry shows that the measurable criterion related to the targeted skill has been met or exceeded.
Are the IEP objective and targeted skill identified on the entry cover sheet? <input type="checkbox"/> Yes <input type="checkbox"/> No				
What are the measurable terms (from the objective or targeted skill)? Is the evidence graded based on the measurable criteria?				
Based on the measurable terms, what progress did you observe in the entry over time?				

Connections to Standards The extent to which the student's work is linked to the content standard and cumulative progress indicators.	The entry shows no evidence of instruction in the targeted skill within the context of age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least one age-appropriate, standards-based activity.	The evidence in the entry indicates instruction of the targeted skill within the context of at least two age-appropriate, standards-based activities.	The evidence in the entry indicates instruction of the targeted skill within the context of at least three age-appropriate, standards-based activities.
List the three standards-based activities evident in the entry.				
How is the evidence connected to the standard? <input type="checkbox"/> Modified <input type="checkbox"/> Access				
Please Describe:				

Social Interactions (Social interactions that reflect the chronological age of the student, involving students with and without disabilities, leading to the development of appropriate social skills.)	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	The entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Is there evidence and a description of opportunities for interaction with peers? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Is there evidence and a description of opportunities for interaction with non-disabled peers? <input type="checkbox"/> Yes <input type="checkbox"/> No				
How are the social interactions documented: (Check all that apply and describe)				
<input type="checkbox"/> Teacher data sheets <input type="checkbox"/> Student work samples <input type="checkbox"/> Video/audio tape <input type="checkbox"/> Plan, Monitor, or Self-evaluation sheets <input type="checkbox"/> Notes from parents, peers, general education teachers, community members <input type="checkbox"/> Teacher/description/notes <input type="checkbox"/> Captioned photographs <input type="checkbox"/> Other				

Independence (How is the student receiving assistance and supports?)	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of the support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Are supports documented in the evidence? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Identify the supports evidenced in the entry. (Check all that apply and describe)				
<input type="checkbox"/> Accommodations/modifications/assistive technology <input type="checkbox"/> Teacher or Adult support/assistance <input type="checkbox"/> Peer Supports <input type="checkbox"/> Community Supports <input type="checkbox"/> Natural Supports <input type="checkbox"/> Student performs task independently <input type="checkbox"/> No evidence of supports				

Self-Determination (How is the student encouraged to develop skills to increase choice, self-direction, and self-evaluation behaviors?)	The entry shows little or no evidence of choice making or the entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
---	---	---	---	--

Are opportunities for choice making, self-evaluation, etc., documented in the evidence? ☐ Yes ☐ No

Identify those self-determination skills evident within the entry. (Check all that apply and describe how documented)

- ☐ Choosing work products for portfolio
- ☐ Choice/Planning (*What will I do? How will I do it?*)
- ☐ Monitoring performance (*What did I do? How did I do it? Check-off task lists*)
- ☐ Evaluating performance (*How well did I do? Self corrects work/performance*)
- ☐ Using evaluation to adjust performance (*What do I need to do next time?*)
- ☐ Other

Generalization (Where is the learning and demonstration of skills taking place?)	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.
--	---	---	---	---

Are the settings clearly documented in the evidence? ☐ Yes ☐ No

Identify those settings evident within the entry. Settings must be directly related to the instruction, application, OR generalization of the targeted skill. (Check all that apply and describe adult and peer interactions within each setting)

- ☐ General Education Classroom(s)
- ☐ Integrated school locations: (circle all that apply) hall, library, cafeteria, kitchen, office, gym, computer lab, other:
- ☐ Special Education school locations: (circle all that apply) classroom, hall, library, cafeteria, kitchen, office, gym, computer lab, other:
- ☐ Community
- ☐ Home
- ☐ Other

Use the following pages to review the science entry you will include in the portfolio to assist you in successfully documenting all of the six dimensions of the rubric.

Student Progress (Is the student making progress on targeted skills?)	The entry shows that none of the measurable criterion related to the targeted skill as evidenced has been met.	The entry shows that the measurable criterion related to one of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to two of the targeted skills has been met or exceeded.	The entry shows that the measurable criterion related to all three of the targeted skills has been met or exceeded.
Are the IEP objective & targeted skill identified on each activity cover sheet?				
Activity 1 <input type="checkbox"/> Yes <input type="checkbox"/> No	Activity 2 <input type="checkbox"/> Yes <input type="checkbox"/> No	Activity 3 <input type="checkbox"/> Yes <input type="checkbox"/> No		
What are the measurable terms (from the objective or targeted skill)? Is the evidence graded based on the measurable criteria?				
Activity 1	Activity 2	Activity 3		
Based on the measurable terms, what progress did you observe in the entry over time?				
Activity 1	Activity 2	Activity 3		
Does the evidence reflect the demonstration of the targeted skills for each standards-based activity over time? (Please check)				
Activity 1 <input type="checkbox"/> Yes <input type="checkbox"/> No	Activity 2 <input type="checkbox"/> Yes <input type="checkbox"/> No	Activity 3 <input type="checkbox"/> Yes <input type="checkbox"/> No		
Connections to Standards The extent to which the student's work is linked to the content standard and cumulative progress indicators.	The entry shows no evidence of instruction in any of the targeted skills within the context of age-appropriate, standards-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least one age-appropriate, standard-based activity.	The entry shows evidence of instruction of the targeted skills within the context of at least two age-appropriate, standard-based activities.	The entry shows evidence of instruction of the targeted skills within the context of at least three age-appropriate, standard-based activities.
List the three standards-based activities evident in the entry.				
Activity 1 Standard & CPI: Targeted Skill:	Activity 2 Standard & CPI: Targeted Skill:	Activity 3 Standard & CPI: Targeted Skill:		
How is the evidence connected to the standard?				
Activity 1 <input type="checkbox"/> Modified <input type="checkbox"/> Access	Activity 2 <input type="checkbox"/> Modified <input type="checkbox"/> Access	Activity 3 <input type="checkbox"/> Modified <input type="checkbox"/> Access		
Please Describe:				

Social Interactions (Social interactions that reflect the chronological age of the student, involving students with and without disabilities, leading to the development of appropriate social skills.)	The entry shows no evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows limited evidence that the student has opportunities for social interactions with peers, with and/or without disabilities.	The entry shows considerable evidence that the student has opportunities for social interactions with peers, with and/or without disabilities, some of which must be sustained.	Then entry shows substantial evidence that the student has opportunities for sustained social interactions with peers, with and/or without disabilities. Some interactions must be with peers without disabilities.
Is there evidence and a description of opportunities for interaction with peers? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Is there evidence and a description of opportunities for interaction with non-disabled peers? <input type="checkbox"/> Yes <input type="checkbox"/> No				
How are the social interactions documented: (Check all that apply and describe)				
<input type="checkbox"/> Teacher data sheets <input type="checkbox"/> Student work samples <input type="checkbox"/> Video/audio tape <input type="checkbox"/> Plan, Monitor, or Self-evaluation sheets <input type="checkbox"/> Notes from parents, peers, general education teachers, community members <input type="checkbox"/> Teacher/description/notes <input type="checkbox"/> Captioned photographs <input type="checkbox"/> Other				

Independence (How is the student receiving assistance and supports?)	The entry shows limited evidence of use of adaptations, modifications, supports, and/or assistive technology.	The entry shows some evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence.	The entry shows considerable evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. At least some of this support is natural.	The entry shows substantial evidence of use of adaptations, modifications, supports, and/or assistive technology that maximize independence. Most of this support is natural.
Are supports documented in the evidence? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Identify the supports evidenced in the entry. (Check all that apply and describe)				
<input type="checkbox"/> Accommodations/modifications/assistive technology <input type="checkbox"/> Teacher or Adult support/assistance <input type="checkbox"/> Peer Supports <input type="checkbox"/> Community Supports <input type="checkbox"/> Natural Supports <input type="checkbox"/> Student performs task independently <input type="checkbox"/> No evidence of supports				
Do natural supports include				
<input type="checkbox"/> people <input type="checkbox"/> place <input type="checkbox"/> materials that occur naturally?				

Self-Determination (How is the student encouraged to develop skills to increase choice, self-direction, and self-evaluation behaviors?)	The entry shows little or no evidence of choice making or entry is not age-appropriate.	The entry shows some evidence of the student making choices, but little or no evidence that the student is reflecting on or evaluating his/her performance.	The entry shows considerable evidence of the student making choices, and some evidence that the student is reflecting on or evaluating his/her performance.	The entry shows substantial evidence of the student making choices, and considerable evidence that the student is reflecting on and evaluating his/her performance, and using these choices to extend his/her performance.
---	---	---	---	--

Are opportunities for choice making, self-evaluation, etc., documented in the evidence? ☐ Yes ☐ No

Identify those self-determination skills evident within the entry. (Check all that apply and describe how documented)

- ☐ Choosing work products for portfolio
- ☐ Choice/Planning (*What will I do? How will I do it?*)
- ☐ Monitoring performance (*What did I do? How did I do it? Check-off task lists.*)
- ☐ Evaluating performance (*How well did I do? Self corrects work/performance.*)
- ☐ Using evaluation to adjust performance (*What do I need to do next time?*)
- ☐ Other

Generalization (Where is the learning and demonstration of skills taking place?)	Student demonstrates skills and concepts primarily in one setting with one adult or peer.	Student demonstrates skills and concepts in at least two settings with two different adults or peers.	Student demonstrates skills and concepts in at least three settings, one of which must be the community, with at least two different adults or peers.	Student demonstrates skills and concepts in at least three settings, two of which must be in community settings, with at least two different adults or peers.
--	---	---	---	---

Are the settings clearly documented in the evidence? ☐ Yes ☐ No

Identify those settings evident within the entry. Settings must be directly related to the instruction, application, OR generalization of the targeted skill. (Check all that apply and describe adult and peer interactions within each setting)

- ☐ General Education Classroom(s)
- ☐ Integrated school locations: (circle all that apply) hall, library, cafeteria, kitchen, office, gym, computer lab, other:
- ☐ Special Education school locations: (circle all that apply) classroom, hall, library, cafeteria, kitchen, office, gym, computer lab, other:
- ☐ Community
- ☐ Home
- ☐ Other

APPENDIX E

Helpful Hints

Tips from Scorers

Tips from Scorers

General Tips

- Limit evidence to the number of pieces specified per entry for each subject—more is not always better.
- Videotapes should not exceed 3 minutes in length.
- If pictures are included as evidence, use the label in Appendix C to describe what is occurring in the photo, who is shown, the setting, and how the student is practicing the targeted skill, etc.
- Be sure to include 2 entries related to two different standards—not 1 standard—not 3 standards—for LAL and Math. For Science, include 1 entry with 3 standards.
- No food products in the portfolio—take a picture of it!
- Teacher-written notes are evidence but must be on the evidence or the evidence label—not the Entry Cover Sheet.
- Have someone check the portfolio teacher notes for spelling, page numbers, typos, etc.
- Know your standards! Be sure to copy the standard and CPI word for word from the revised CCCS. Do not make up CPIs.
- Vary activities/evidence within the entry, i.e., use worksheets, class trips, projects.
- Use age-appropriate materials—what students within a two-year age range would use. For example, a worksheet with modified content should not include bunnies for an eighteen-year-old student.
- Be sure writing is legible.
- Be sure that dimensions documented on a data sheet are reflected in other evidence in the entry.
- Do not include pictures of sensitive activities or pictures that could embarrass the student.
- Do not include IEPs in the portfolio.
- Different materials from the same location do not represent generalization.
- Student input in the portfolio can have a positive impact on scoring. Encourage student input for what is selected and generated for the portfolio.

Student Progress

- For language arts literacy and mathematics, establish a criterion that the student is expected to achieve over a minimum of four months—do not use a criterion that the child has already achieved. Evidence that shows 100% accuracy across the entry will not lead to a high score for student progress.
- Be sure that all evidence includes the dates on which the activities occurred.
- Be sure to include both the level of accuracy and the level of independence (prompt level) the child is expected to achieve.

- Be sure that all work samples used for progress are graded. Be sure that the grading system matches the measurable criterion (e.g., if measurable criterion is 80%, grade work or document on data sheet using percent correct; if measurable criterion is 4 out of 5 trials over 3 days with one verbal prompt, data sheet should reflect the number of trials correct and incorrect, level of prompt with dates of occurrence).
- Criterion should be quantitative. If qualitative terms or symbols are used on student work, explain what they mean in relation to the measurable criterion.
- If the student meets the criterion prior to four months of instruction, list the next level of skill or a higher criterion and include evidence for the full four months. This will indicate that the child has exceeded the criterion.

Independence

- Natural supports involve the person, the materials, and the settings to which nondisabled people would have access. Document all three factors.
- Homework activities provide the opportunity for students to use natural supports—the work is done at home, with homework, assisted by a parent or sibling.

Social Interaction

- Be sure to indicate who is involved in the activities. Indicate whether peers have disabilities or are nondisabled.
- Homework activities provide opportunities for interaction with nondisabled peers—i.e., siblings, family members within the required age range. Document evidence of homework activities using the evidence label.
- Be sure that evidence demonstrating social interaction involves the student performing a task related to the targeted skill.

Self-Determination

- Be sure that graphs used by the student for monitoring/evaluating are explained including how the student participated.
- Planning, monitoring, and evaluating sheets provide good documentation of this dimension.

Generalization

- If an activity occurs in another setting, the evidence must show that the child had the opportunity to perform a task related to the targeted skill in that setting in order to be scored as another setting.
- Be sure that at least two different adults or peers are reflected in activities showing generalization.

Opportunities for Social Interaction

Opportunities for Social Interaction

Often, when a student is in a self-contained setting or a school with peers with disabilities, opportunities for social interaction with nondisabled peers are not available. Below is a list of ideas from some New Jersey teachers for facilitating interaction with peers that will benefit both the students with disabilities and their peers. This is only a sample intended to generate ideas for application in your own school. It is important to remember that the activities listed can be used for instruction in a variety of standards in a variety of content areas depending on the tasks the student is expected to perform.

Self-Contained Class in District School

Language Arts Literacy

- Collaborate with a general education class and/or an art class for a production of a play.
Related Standards: 3.1 Reading – student reads picture cues, word cards, or script
3.4 Listening – student follows directions, retells plot of play
- Conduct a multi-cultural celebration and invite general education peers.
Related Standards: 3.3 Speaking – practice conversational skills with peers
- Establish “pen” pals via letter writing (or pictures) or e-mail with nondisabled peers.
Related Standards: 3.4 Writing – use a series of words, sentences and/or pictures to communicate an event
- Invite general education peers to read age-appropriate stories, newspapers/magazines or literature with your students on a regular basis.
Related Standards: 3.1 Reading – student practices oral reading fluency by reading to a peer
3.4 Listening – student maintains attention and appropriate behavior while a peer reads to him or her

Mathematics

- Visit a school store or bake sale with nondisabled buddies.
Related Standards: 4.1 Number and Numerical Operations – Student works with peer to count out items to be purchased, recognize coins and values, make purchases
- Conduct a survey in your school with peers in a general education class about a current event (e.g., “do you support _____? Yes/No) and invite other classes to complete the survey.
Related Standards: 4.1 Number and Numerical Operations – Count responses with a nondisabled peer

- Have a “health fair” with a general education class and pair students with buddies to provide information to students in the school about healthy behavior.
Related Standards: 4.2 Measurement and Geometry – student and peer do a project on body temperature what is normal temperature and what temperature indicates a fever.
- Assign student and peer buddy to complete a school job together.
Related Standards: 4.3 Patterns and Algebra – student checks off each room as he and and peer follow pattern daily to distribute milk/juice cartons

Receiving School

Language Arts Literacy

- Invite a general education class of peers from a nearby school to correspond with your students through pictures, letters and/or e-mail (text or digital pictures).
Related Standards: 3.4 Writing – write letters, develop a sequence of pictures to communicate, operate switch to transmit pictures
- Collaborate with a class of nondisabled peers at a nearby school and attend a play at a theater in the community.
Related Standards: 3.4 Listening – retell main idea of script, follow directions, converse with peers
3.5 Viewing – View play and retell through sequencing pictures of story
- Form a “reading club” with a class of nondisabled peers from a nearby school.
Related Standards: 3.1 Reading – student and peer develop modified book report or art project related to the content of a book they read together
3.4 Listening – student reads to a peer or peer reads to student and they complete a questionnaire about the book

Mathematics

- Collaborate with nondisabled peers from a nearby school on a project to improve the community, e.g., recycling, maintaining a park garden.
Related Standards: 4.2 Geometry and Measurement – Sort objects by shape—cans, bottles, newspapers; weigh recyclables
4.3 Patterns and Algebra – follow routine of collecting recyclables from various sources in the school with nondisabled peer

- Establish a “club” with nondisabled peers from a nearby school and conduct activities periodically, such as cooking international foods for a cultural event or going bowling.

Related Standards: 4.2 Geometry and Measurement – student works with peer to measure ingredients
4.3 Patterns and Algebra – student and peer keep score at bowling

General Ideas

- Facilitate the participation of your students in recreation activities within their home community or the community where the school is located.
- Establish peer buddies with nondisabled peers for a variety of activities at the school or in the community.
- Involve your students in school clubs, or activities within district schools, with peer support.
- Talk with a general education teacher, art teacher, music teacher, etc., and ask in what activities your students participate with nondisabled peers in other classes.

APPENDIX F

Accommodations and Modifications for Participation in the New Jersey General Assessments

Accommodations and Modifications of Test Administration Procedures for Statewide Assessments

In accordance with the Individuals with Disabilities Education Act (IDEA), students who are receiving special education services must participate in the statewide assessment system. Students must participate in the New Jersey Assessment of Skills and Knowledge in grades three and four (NJ ASK3, NJ ASK4), the Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA) in each subject area of the age-appropriate assessment with the following exception:

“Students with disabilities shall participate in the Alternate Proficiency Assessment in each content area where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. (New Jersey Administrative Code Chapter 6A:14-4.11[a]2).”

Students with disabilities eligible for special education and related services and those students eligible under Section 504 of the Rehabilitation Act may have accommodations and/or modifications during the administration of the statewide assessments. The Individualized Education Program (IEP) or 504 team makes decisions about accommodations/modifications. Information about test content and item types from the directories of test specifications can be used to make these decisions.

The following list addresses the accommodations/modifications that may be used during the administration of the NJ ASK3, NJ ASK4, GEPA, (HSPT11/A) and the Special Review Assessment (SRA).

Accommodations that will be utilized during statewide assessments for a student must be listed in the IEP or 504 plans. **Accommodations used during statewide testing should be consistent with instructional and assessment procedures used in the classroom.**

These accommodations also appear in the test coordinator and/or examiner manuals distributed to districts prior to each test cycle using terminology that applies to the specific test. Please refer to the specific test manual for additional instructions regarding the use of accommodations and for logistical considerations. The use of accommodations must be recorded on the student’s test booklet* or answer folder** according to the instructions in the test coordinator’s manuals.

Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained. If a student requires an accommodation or modification that is not listed below, contact the Office of Assessment.

*A scannable test booklet is used with the NJ ASK only.

**An answer folder is used with the GEPA and HSPT/A.

Code

A. Setting Accommodations

1. Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. using carrels
 - f. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
3. Seating the student facing the examiner or proctor
4. Providing special lighting
5. Providing special furniture (e.g., desks, trays, carrels)

B. Scheduling Accommodations

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he or she has completed all the items he or she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of test materials
2. Administering the Braille version of test materials
3. Allowing separate additional continuation pages for writing tasks. These pages **MUST** be properly marked to link them to the correct student for credit.

D. Test Procedures Accommodations/Modifications

1. Administration accommodations/modifications:
 - a. reading directions out loud
 - b. reading test questions aloud (you may not read aloud or sign the reading passages in Language Arts Literacy – you may read the reading questions.)
 - c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
 - d. using a sign language or cued speech interpreter for administration of directions or questions but not reading passages
 - e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows

- f. repeating, clarifying, or rewording directions
 - g. providing written directions on a separate sheet or transparency
 - h. using an examiner who is familiar with the student
 - i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
 - j. providing manipulatives for math items
 - k. using graph paper for math section
 - l. using a Braille ruler and talking calculator
 - m. using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test
2. Response accommodations/modifications
- a. having an examiner record the student's identifying information on the test booklet or answer folder (see test manuals for specific information)
 - b. dictating oral responses to a scribe (person who writes from dictation)—student must indicate all punctuation and must spell all key words
 - c. using a Braillewriter to record responses
 - d. signing responses to sign language interpreter (student must indicate all punctuation and must spell all key words)
 - e. recording responses on a word processor (tools, e.g., spelling and grammar tools are not permitted)
 - f. using large face calculators (except for non-calculator section)
 - g. using talking calculators (except for non-calculator section)
 - h. using an Augmentative Communication device
 - i. using a larger diameter or modified special grip #2 pencil
 - j. masking portions of the test booklet to eliminate visual distractors
 - k. marking answers in the test booklet (an examiner will transfer the answers to an answer folder for GEPA/HSPA)

Other Considerations

Ensure that:

- a. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
- b. eyeglasses are used if needed.
- c. hearing aids, FM systems, Augmentative Communication devices, word processors, or other equipment are functioning properly.
- d. source and strength of light are appropriate.
- e. all students can clearly see and hear the examiner.

- f. all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.
- g. responses to open-ended questions, writing tasks, and the writing project which are written or typed on separate sheets of paper by students eligible for this accommodation **must** be placed into the fluorescent orange envelope provided. Each of these pages must include at the top of the page the student's name, answer folder number, birth date, district name and code, and school name and code. **If these procedures are not followed, the student's responses cannot be linked to their responses on the other sections of the test and he/she will receive incomplete scores.** Copies of these pages should be made and retained on file by the school district until scores are received.
- h. students using the large-print test booklets:
 1. mark their answers on the large-print test booklets.
 2. may be instructed to skip some questions. The spaces for these questions must be left blank in the students large-print test booklet or answer folder included in the large-print kit.
 3. who dictate responses on open-ended items and writing tasks indicate all punctuation and spell key words.
- i. students using Braille test booklets:
 1. are instructed to bring a Braille ruler and a talking calculator to the test session.
 2. are instructed to skip some items identified in the Braille instructions. The spaces for these items must be left blank on the student test booklet or answer folder included in the Braille kit;
 3. have answer folders transcribed from Braille version by the examiner.
 4. dictate their answers to the examiner or use a device that produces Braille. For dictations and responses recorded in Braille:
 - Students must indicate all punctuation and must spell all key words.
 - Examiners must transcribe the Brailled responses into the regular answer folder included in the Braille kit.
- j. students who communicate using sign language:
 1. Have an interpreter interpret oral directions and test items (but not the reading passages in the Language Arts Literacy or Reading sections of the test). The interpreter should be able to communicate in the mode used by the student, American Sign Language or a form of Manually Coded English. The interpreter should be instructed to interpret so as not to give the answer to the student through the use of a particular sign or finger spelling.
 2. Students using American Sign Language for open-ended writing task responses should sign the responses to the interpreter who will interpret them into spoken English and a scribe will record the responses in the test booklet or answer folder.
 3. Students using Signed English or cued speech will sign/cue to the interpreter who will transliterate (word for word) into spoken English and a scribe will record the responses.

APPENDIX G

Glossary

Glossary of Terms

Access skill – access skills are those basic skills that are needed to access all learning (motor, social, communication, etc.) and can be taught across all content areas and settings.

Accommodations – are changes in setting, lesson, format, presentation, or student response format during standards-based, instructional activities. Changes do not affect level, content, or performance criteria.

Adaptations – are changes made to existing instructional materials or instructional delivery designed to meet the needs of a student.

Age appropriate – the activities and materials selected and the language used reflect the chronological age of the student.

Assistive technology – strategies, equipment, or materials used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology (e.g., computers with switch interfaces, etc.) and technology to assist with positioning, mobility, and recreation

Choice making – is the opportunity to make selections within or among activities. Valid choice-making opportunities give the student control over his or her environment and facilitate ownership of performance.

Community settings – are places in the community where instruction occurs. For example, work sites, post offices, restaurants, public transportation, sports clubs, stores, etc. School is considered a community setting only for APA portfolio students in grades three and four for language arts literacy and mathematics. However, school is considered a community setting for all grades for the science portfolio.

Evaluating – a step in the self-determination hierarchy whereby the student reflects on his/her performance to determine how well the task was performed.

Evidence – products that document the student's performance (e.g., actual student work, instructional program data, peer narratives, captioned or scripted video/audio tapes, photos, peer, parent, coworker, employer narratives).

Extending performance – a step in the self-determination hierarchy which evidences the student's identification of how or what skill or component of the skill the student needs to improve or the student's correction of his/her own work.

Functional – the degree to which an activity or skill has meaning for a student in current or future integrated environments and results in increased capacity or independence; functional skill instruction is based upon a student's needs in his or her home, school, community, and/or workplace.

Generalization – the ability to transfer learned skills to other settings and to demonstrate those skills with other people, materials, and similar tasks.

Inclusion – chronologically age-appropriate involvement of students with disabilities in a variety of settings including neighborhood schools, general education classrooms, community and work settings; assumes the provision of the necessary supports to allow students to participate successfully in those settings.

Integrated settings – instructional environments in schools and community settings where peers with and without disabilities have opportunities to interact.

Interactions with peers – opportunities for interactions involving students with and without disabilities leading to the development of appropriate social skill; sustained interactions occur over time with opportunities for students to develop relationships (e.g., presence in regular education classrooms on a daily basis, belonging to the same club, being on a sports team, etc.).

Measurable terms – criterion used to determine or measure progress on the targeted skill within the entry. Measurable criterion must include level of accuracy and independence.

Monitoring – a step in the self-determination hierarchy whereby the student maintains records of performance of an activity or steps within an activity (e.g., checks off tasks performed at work or in school job, checks off items on a personal grooming list, checks off weekly scheduled household tasks performed at home, etc.)

Natural support – support provided in the context of integrated activities. Natural supports include the people, environment and activity/materials that are naturally occurring and that allow students to be a fully participating member of the general education classroom, school and community (Jorgensen, 1992).

Peer – a student with or without identified disabilities who is within a 2-year age span of the student. A peer for an 11th grader or 18 year old, could be 16 years of age or older (e.g., an adult coworker of any age). The classroom teacher is not a peer that would be considered in scoring.

Planning – the student makes decisions regarding the strategies to complete the task. Planning must be done by the student, with or without support, and should relate to the targeted skill/IEP goal or objective (e.g., notes and gathers materials needed for community-based instruction, collects information about specific community-based recreation activities in order to plan transportation, surveys class members to determine refreshments for class party, or orders own work sequence in community or school job for the day).

Portfolio – a collection of student work, student data, and educational information that relate to a student's progress on the NJ content standards; portfolio tasks should be a natural part of daily instruction and provide opportunities for a wide range of instructional strategies.

Progress – improvement in the targeted skill over time.

Rubric – scoring guide – criteria by which each entry of the portfolio will be scored.

Self-determination – the ability to identify a personal vision and set and achieve goals; reflects personal skills and traits, including self esteem, assertiveness, self advocacy, control, choice making, and creativity.

Self-evaluation – a step in self-determination where the student identifies/describes those steps in an activity that were performed well and those that need improvement; evaluation should be an intricate part of daily instruction.

Settings – places where learning occurs (i.e., school: self-contained special education school, special education classroom, resource room, general education classroom, library, cafeteria, playground, campus, etc.; community: integrated work site, post office, home, restaurant, store, public transportation, sports center, etc.) Community may be an in-school setting (other than the special education classroom) for a 3rd or 4th grader.

Social interactions – interactions with peers that reflect the chronological age of the student; interactions that facilitate/evidence positive behavior, communication, thoughtfulness, listening, sharing, common likes/dislikes, and trust.

Standards-based activities – are those learning activities occurring for all students that have outcomes connected toward achieving a standard within the CCCS.

Procedures Manual, NJAPA, 2005



NJ000003404